

INSPECTION REPORT

SOUTH WINGFIELD PRIMARY SCHOOL

Alfreton

LEA area: Derbyshire

Unique reference number: 112625

Headteacher: Mr. P. Addison

Reporting inspector: Stuart Dobson
18074

Dates of inspection: 8-10 May 2001

Inspection number: 192952

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Church Lane South Wingfield Alfreton Derbyshire
Postcode:	DE55 7NJ
Telephone number:	01773 832890
Fax number:	01773 832890
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. Gillian Bradley
Date of previous inspection:	22 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
S Dobson	Registered inspector	Information and communication technology Design and technology History Foundation Stage Equal Opportunities	What sort of school is it? School's results and achievement; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
S Walsh	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
S Gordon	Team inspector	English Art and design Music Religious Education Special educational needs	
M Duggan	Team inspector	Mathematics Science Geography Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the village of South Wingfield and a few pupils travel to the school from outside the immediate area. Though the village once had a mining industry, it now is principally a commuter settlement. The percentage of pupils entitled to free school meals is similar to the national average. It is a relatively small school with 111 pupils age four to eleven on roll. There are no pupils with English as an additional language. The percentage of pupils with statements of special educational need is above the national average and the percentage of pupils on the register of special educational needs is similar to the national average. Most of the pupils on this register have general learning difficulties. Pupils' attainment on entry to the school is similar to the county and national average, though there is some evidence of variation between year groups.

The school classrooms are appropriate in size for the pupils but the other accommodation is insufficient for the school. There is no office for the headteacher, office accommodation for the secretary is poor and there is no staffroom. The hall is small.

HOW GOOD THE SCHOOL IS

This is an effective school. The inspection team judged that the standard of pupils' work, particularly in English, mathematics and science is improving. The headteacher makes good analysis of the pupils' achievements and steers the school well in making improvements to the curriculum. The headteacher and the governing body co-operate well in making improvements. All staff show commitment to the pupils and the school. The quality of teaching is predominantly good throughout both key stages and supports the pupils in making progress. The curriculum for the youngest children does not promote all of the early learning goals. Pupils with special educational needs are supported well and make good progress. The school is well placed to continue to improve. The staff place emphasis on including every pupil in the all aspects of school life and this helps ensure that all pupils make progress. The school gives satisfactory value for money.

What the school does well

- Pupils have positive attitudes to school and to work and their behaviour is very good.
- The school provides well for pupils with special educational needs.
- The school makes good provision for pupils' moral and social education.
- Good standards are achieved in information and communication technology and in design and technology.
- The school is raising standards in Key Stage 2 in English, mathematics and science due to good monitoring and evaluation of pupils' progress in these subjects and positive action to make improvements.

What could be improved

- The curriculum for children under five in the reception class because the provision is not fully appropriate.
- The marking of pupils' work because it does not sufficiently help them to improve and the level of pupils' involvement in setting targets for themselves.
- The pupils' written work in some subjects because often it is not finished, there is too little of it or it is not of a sufficiently good quality for these pupils.
- Pupils' independent learning skills are not sufficiently developed and in particular they lack some library and research skills.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Improvement since then has been satisfactory. Curriculum plans and schemes have been completed and are now used fully, better ensuring that pupils' learning build on what they have already learnt. There have been some improvements to the role and effectiveness of the curriculum co-ordinators. The teachers have raised their expectations of the pupils and this is evident from the number of pupils attaining higher levels at the age of 11. However, in some subjects work is not fully matched to the capabilities of the pupils.

Although provision for the under-fives has been reorganised and new resources provided, it remains unsatisfactory. Similarly, the issue of car parking has changed but remains a problem as cars are parked in the school playground.

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	E	E	C	C
Mathematics	E	E*	D	D
Science	E	E	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

There is significant annual fluctuation in results because of the small cohort of pupils; each pupil's performance affects the school's results significantly. Results vary widely year by year and trends over time are not a reliable indicator of the school's performance.

The school results for 11-year-olds show a significant improvement in 2000 when compared with previous years when results were well below average. Standards in 2000 are good when pupils' prior attainment is considered. In the Year 2000

- the percentage of pupils aged eleven attaining the higher level 5 was well above the national average;
- the pupils' progress from the age of seven had been well above average in English and above average in mathematics and science.

The raising of attainment has resulted from

- better analysis of pupils' achievements
- greater focus on pupils' difficulties in learning
- more challenging work set for the pupils.

Inspection evidence indicates that standards are similar to those expected nationally in English and mathematics for eleven-year-olds. Due to consistently good teaching, standards are judged by the inspectors to be above those expected nationally in these two subjects by the age of seven. Standards in science are similar to the national average at both seven and eleven years old.

The school sets very challenging but realistic targets for outcomes in national tests.

Inspection evidence indicates that standards are at least satisfactory in all the other subjects of the curriculum and they are judged to be good in information and communication technology and design and technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards the school, their teachers and to learning. All of the pupils, irrespective of their ability, try hard and show enthusiasm in their work. They show respect and care for their environment.
Behaviour, in and out of classrooms	Behaviour is very good both in class and when pupils are less closely supervised at lunch and break times.
Personal development and relationships	Relationships are good overall. Most of the pupils get on very well with each other and the older pupils show a sense of responsibility for the younger ones. The pupils do not take sufficient responsibility for setting their own targets for improvement.
Attendance	Attendance is very good being well above the national average. Pupils are enthusiastic about coming to school.

This is a strong area of the school's performance. The teachers have high expectations of the pupils to have positive attitudes and to try hard.

TEACHING AND LEARNING

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

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

The majority of teaching is good and almost all of it is at least satisfactory. Only one lesson seen was unsatisfactory. In the school as a whole, 16 percent of teaching is very good, 43 percent is good, 38 percent is satisfactory and 3 percent is unsatisfactory.

Teachers in both key stages use a good range of teaching methods to motivate, involve and support the pupils in their learning. Many of the lessons involve the use of developing literacy and numeracy skills; for example, many pupils are expected to read extensively in subjects other than English. In some lessons teachers create practical tasks for the pupils to undertake and almost always the pupils learn a lot from these tasks.

The quality of teaching of mathematics and English is always at least satisfactory. In Key Stage 1 the teaching of English is often good and in Key Stage 2, the teaching of mathematics is often good. The skills of numeracy and literacy are taught well overall and good use is made of some other lessons to extend these skills. All of the teachers give clear introductions to lessons and question the pupils well.

All of the teachers manage the pupils very well and have very high expectations of behaviour and effort. The pupils respond well and learning is always supported by the pupils' good attitudes and enthusiasm. The main shortcoming of teaching is that the teachers too often prescribe the learning too tightly giving children too few opportunities to learn independently, to explore and to investigate.

The teachers make every effort to involve all of the pupils in the opportunities which are offered and the up-take of optional activities such as after school clubs is good. Teachers plan well for pupils who have special educational needs of any kind.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitably broad and well balanced curriculum in both key stages. The curriculum for children under five is not satisfactory because the children do not sufficiently experience all of the areas of learning.
Provision for pupils with special educational needs	Provision for special educational needs is good. Pupils are very well supported in class and in withdrawal situations.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall and there are particular strengths in the provision for pupils' moral and social development. For the older pupils there is good provision for their spiritual development.
How well the school cares for its pupils	The school offers good support to pupils to help them achieve good levels of attendance and good behaviour. The monitoring of pupils' academic performance and personal development is satisfactory.

The school has satisfactory links with the parents and encourages them to support learning by being involved with homework. The school provides the parents with necessary information but annual reports in particular are not as informative as they could be in helping set targets for improvement in a range of subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school a clear sense of direction. He leads the staff well in improving standards. The leadership role of the curriculum co-ordinators is satisfactory overall. The co-ordinators of English, mathematics and science give good leadership but in some of the other subjects, leadership is less effective in helping to raise standards.
How well the governors fulfil their responsibilities	The governors are fully supportive of the school and fulfil their statutory roles satisfactorily. They are well informed about the strengths and the development targets of the school and play an increasingly active part in the development of the school.
The school's evaluation of its performance	The headteacher evaluates the school performance thoroughly through analysis of test results and through monitoring and evaluating the quality of teaching and learning. The knowledge gained inform the creation of the annual school development plan.
The strategic use of resources	Resources are used well and the school fully uses all sources of funding to make improvements. Finances are well managed.

There are sufficient suitable staff to meet the needs of the pupils and deliver the National Curriculum. The mixed age of the classes is catered for well but the mixed age is not helpful in the reception class. Planning for the upper Key Stage 2 class is good and the pupils benefit from having two teachers on a part-time basis. Resources are satisfactory overall but there is a shortage of modern computers and the library does not meet the needs of all the pupils, for example the literature section is weak. The school accommodation is problematic. There is insufficient space for administration, staff accommodation, indoor facilities for physical education and outdoor facilities for children in the Foundation Stage. The accommodation problems will mostly be resolved through alterations to the schoolhouse.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard. • Children like school. • The quality of teaching. • They feel comfortable coming to the school to discuss issues. 	<ul style="list-style-type: none"> • The information which parents are given about their child's progress. • Some parents think that the school is not well led and managed.

The inspection team agrees with the parent's positive views of the school. The inspection team judges that parents have too little information which leads them to think that the school is not well led and managed. The inspection team judges leadership to be at least satisfactory in all aspects and good in many. Some of the parents' concerns about management are caused by lack of clear communication and whilst the partnership with parents is satisfactory overall, there is room for improvements to some of the annual reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 This is a relatively small school and the proportion of pupils of different abilities varies significantly. This means that test results based on a single cohort is not a fully reliable indicator of the success of the school. Also, pupils moving in and out of school during Key Stage 2 can affect the school's projected results, for example in the current cohort, three pupils with low Key Stage 1 scores, joined the school after the start of Key Stage 2. Because of low numbers of pupils, trends in results are an unreliable indicator of the school's performance. However, results at Key Stage 2 in 1998 and 1999 were disappointing, being well below national levels.
- 2 Results of the national tests and tasks in reading and writing taken by seven-year-olds have generally been above or well above the national averages over the last four years. In 2000 an above average percentage of pupils reached the higher level 3 in both reading and writing. The results in the mathematics tests have fluctuated over the last four years and in 2000 were similar to the national average. Attainment at the higher levels in mathematics was below the national average. There are no marked differences between the attainment of boys and girls. Compared to similar schools, performance in both reading and writing is well above the average and about average in mathematics. Attainment judged by teachers, in science in Key Stage 1 in 2000 was above the national average.
- 3 Results of tests taken by eleven-year-olds in 2000 in English were well above the national average but below the national average in mathematics. There are no marked differences between the attainment of boys and girls. The percentage of pupils attaining the higher levels in English and mathematics were well above the national average. In comparison with similar schools attainment in English is close to the average but below average in mathematics.
- 4 In Key Stage 2, performance in science was similar to the national average. In comparison with similar schools attainment in science is below the national average. The percentage of pupils attaining the higher levels is well above both the national average and the average for similar schools.
- 5 The school recognised that standards were too low in 1998 and 1999. A detailed analysis of results was conducted and strategies to promote progress were identified for pupils, particularly in Key Stage 2. These include tracking pupil progress, measured by teacher assessment and the results of standardised tests. Further analysis of the pupils' performance has been used to ensure that teaching is better matched to the learning needs of the pupils, for example ability groupings have been created for both English and mathematics lessons and additional support is given to some of the pupils. As a result of the changes made, standards have improved.
- 6 The inspection found that currently, standards in Key Stage 1 are good in English and mathematics and satisfactory in science. In Key Stage 2, standards in all three subjects are as expected for their age. Marking does not currently set sufficiently clear targets to support pupils in improving and this slows pupils' progress.
- 7 By the age of eleven, pupils have acquired a sound range of skills and knowledge in

literacy and numeracy. They read with confidence, understanding and enjoyment. They write well and adapt their writing to meet the needs of the audience and punctuation is generally accurate. Sometimes good standards of writing are found in other areas of the curriculum. For example, in history, some pupils wrote extensively about Florence Nightingale explaining clearly to the reader the importance of her work. In another topic pupils wrote well about reasons for and against being an evacuee. Pupils respond confidently in lessons and have well-developed skills in speaking and listening. Pupils have a good understanding of the four operations in number and apply them to a variety of different situations, both in mathematics lessons and in other subjects. They also learn in their mathematics lessons to tackle problems in a variety of ways and they apply this knowledge in other lessons such as design and technology.

- 8 Standards in information and communication technology (ICT), design and technology are above average for seven and eleven year olds. Standards are similar to the levels expected for seven and eleven year olds in art and design, geography, history, music, physical education and religious education.
- 9 Although pupils with special educational needs often achieve lower standards than their peers they make good progress because their learning needs are assessed carefully, specific targets are set for them and staff help pupils to achieve these. Their progress towards achieving targets is monitored carefully.
- 10 Pupils enter the school with levels of skills in literacy and numeracy that are about average. This year, by the end of the Foundation Stage, children are on course to have reached the Early Learning Goals in aspects of all six areas of learning but there are some gaps in their learning. The children do not make sufficient progress in learning to be independent, to be actively involved in their own work, or to communicate creatively with others.

Pupils' attitudes, values and personal development

- 11 Pupils have good attitudes towards learning. They enjoy coming to school and often take pleasure from their lessons. They are always ready for the start of lessons and are always willing to help. In a music lesson for 6 and 7 year olds, the singing was lively and enthusiastic. Pupils did not want the lesson to end and continued to sing aloud as they left the lesson to go home. Pupils have good attitudes in physical education lessons where they enjoy the physical activities of running, catching and throwing. Older pupils sustain concentration for long periods.
- 12 Pupils in the reception class have good attitudes towards learning. During a history lesson they were encouraged to recognise the difference between old and new teddy bears. The pupils showed interest and listened carefully. They were well behaved and always tried to do what was asked of them. The teacher asked the pupils to provide words that described the teddies but had a tendency to answer the questions herself rather than encouraging the pupils to extend their answers and to take a more active part in the lesson.
- 13 Pupils who are finding their work difficult also try hard. In a Year 6 mathematics booster class, pupils were alert and keen to work on the four rules of number. They were happy to correct errors and were gaining confidence when solving mathematical problems.
- 14 Pupils' attitudes to learning are good. For example, in a class 4 science lesson pupils

were given the opportunity to explore pitch by making simple stringed instrument. They concentrated well and stayed on task, trying to overcome the difficulties of the task.

- 15 Pupils are keen to join in after school activities such as football and baking. A group making gingerbread men during an after school club were extremely well behaved and well motivated and produced some cute gingerbread men.
- 16 Six and seven year old pupils are often very interested in their school work. They have a tremendous enthusiasm for books. Pupils act sensibly and use their time very well, often looking at books related to school topic work. One pupil had chosen a book about Mexico and was trying to find places on a map. Others were choosing books that linked with their own experiences, such as books about volcanoes which they were able to associate with the extinct volcanoes they had seen on foreign holidays. This was an example of very good personal development. When pupils were given the opportunity to choose for themselves they were able to make sensible well-reasoned choices. Older pupils have a range of monitor duties. They respond well to the responsibility.
- 17 Relationships between pupils are very good. Pupils respect each others feelings beliefs and achievements. A Year 2 pupil talked proudly about how well her friend could read. Pupils in class four looked at each others working models with admiration but also made sensible suggestions for improvement when appropriate. The whole of the school listened very well to a Year 5 pupil playing the flute during assembly. Pupils of all ages recognised her talents. Relationships between teachers and pupils are good. Pupils are confident to ask for help from their teachers.
- 18 Pupils' behaviour is very good both in lessons and around the school. Pupils are well mannered and welcoming to visitors. They love to chat about their lessons and day to day life. Behaviour is very good when pupils are in assembly and when they are moving around the school. Behaviour in lessons is always very good and pupils work hard. Some behaviour management in class is too regimented. This dampens the pupils' enthusiasm for learning and some of the quieter pupils lack confidence. Incidents involving bullying are extremely rare. The pupils have a good understanding of the impact of their behaviour on others.
- 19 In the past year there have been six fixed term exclusions leading to the permanent exclusion of one pupil. The school accepted the pupil from another local school. They tried hard to resolve behaviour problems but eventually after a series of incidents the headteacher and governors felt that that a permanent exclusion was necessary.
- 20 Attendance rates are very good. The attendance rates for the school year 1999-2000 were well above the national average and rates of unauthorised absence are very low. Pupils are enthusiastic about coming to school, they arrive on time and there is a prompt start to the day.

HOW WELL ARE PUPILS TAUGHT?

- 21 The majority of teaching is good and in one class it is predominantly good. In the school as a whole, 16 percent of teaching was very good, 43 percent was good, 38 percent was satisfactory and 3 percent (one lesson) was unsatisfactory. The quality of learning reflects the same pattern and therefore for 97 percent of the time pupils' learning is satisfactory and most often they learn well. A major strength of pupils'

learning is their positive attitude towards schoolwork and their good behaviour which is encouraged and supported by all of the staff.

- 22 The quality of teaching of children in the Foundation Stage is satisfactory. The teaching is mostly geared to National Curriculum provision for Year 1 but the teacher plans for some of the younger children to do alternative and more suitable tasks and activities for some of the time. Children are generally well supported as individuals and most of them have good relationships with the adults. However, the major weakness of the teaching of these children is the lack of appropriate planning of a curriculum to meet their need to learn through active engagement. They are expected to spend too long passively listening to the teacher. Where planning for the six areas of learning exists, learning targets are not clear.
- 23 The teaching in Years 1 and 2 is mostly good and in Year 2 it is sometimes very good. Teaching is good or very good in nearly three-quarters of the lessons. The teachers have very high expectations of their pupils' behaviour and have high expectations of the amount of effort which the pupils will make. The quality of teachers' planning is good; learning targets are clear and pupils are informed about the purpose of most lessons. Pupils are well focused on their own learning. Lessons are brisk and purposeful; activities are varied and mostly interesting and the teachers have good knowledge of the subjects that they teach, particularly basic skills in English and mathematics. In good lessons, there is a good mixture of instruction, questioning and practical activity and this challenges the pupils and keeps them interested. When teaching is satisfactory, the weakness is in the slow pace of the introductory sessions or the over lengthy explanations during lessons. In these situations throughout the school, the more able pupils are delayed in getting on with their work and making best progress. This is sometimes seen in mathematics lessons.
- 24 In Key Stage 2, the quality of teaching is predominantly good and most of the remainder is satisfactory and some (15 percent) is very good. The very good lessons are very well planned, as in design technology and information and communications technology, where the teacher makes a brisk but appropriate introduction and then the pupils get on with their work seeking help as necessary. During these lessons, the room is a hive of industry, the pupils are learning all the time from their teacher and they make very rapid progress. The unsatisfactory teaching resulted from the teacher having insufficient knowledge of music and pupils learnt wrong information and poor skills.
- 25 The teaching of mathematics and English is always at least satisfactory and is often good. Teachers show skill in involving all of their pupils in activities such as mental mathematics games where pupils use whiteboards, individually writing answers to display their knowledge and allow the teacher to check for errors very rapidly. In almost all lessons pupils work hard, for example when they try to solve mathematical problems involving measures.
- 26 The teachers manage behaviour very well, though occasionally are too regimented, and pupils remain on their tasks for the whole of lessons. The pupils are very well behaved. However, the teachers are not currently taking best advantage of this through allowing pupils to work independently as appropriate or suggest ways of directing their own learning or working with the teachers to set their own learning targets.

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

- 27 The curriculum provides pupils with a sound range of broad, balanced and relevant learning activities. The school's general aims are supported by its work, providing a sound basis for children to become life-long learners and caring and useful members of society.
- 28 Judgements in the previous inspection report identified a number of areas for improvement including more cohesive schemes of work, especially in Key Stage 1. These issues have now been addressed satisfactorily through the implementation of a system of long, medium and short term planning. Particular emphasis is placed on the teaching of literacy, numeracy and personal and social development.
- 29 The curriculum for the children who are under five is unsatisfactory overall. It does not provide opportunities for the full range of experiences as recommended to achieve the Early Learning Goals. The school recognises that this is an area for immediate development.
- 30 Personal, social and health education is promoted well throughout the school and occasionally 'Circle Time'¹ is used to discuss moral issues and to raise self-esteem. Sex education and drugs awareness are dealt with in Year 6, mostly during science and religious education lessons, with parental approval. Statutory requirements are met for all subjects. Policies and schemes of work are in place and the school has adopted the local education authority's Agreed Syllabus for religious education. The schemes for all subjects set out clearly what pupils need to know and understand by the ages of seven and eleven. They incorporate effectively the Qualifications and Curriculum Authority's (QCA) guidance regarding the planning and teaching of the National Curriculum. These initiatives are beginning to have a positive effect on pupils' progress across the school. Good links have been established with the local playgroup and secondary school and this ensures smooth transition.
- 31 The school's provision for pupils with special educational needs is sound for children under five and good in Key Stages 1 and 2. Their learning is linked closely to their individual education plans; a system maintained since the last inspection. They receive good support from all teachers and learning support assistants. The school demonstrates good practice for the inclusion of all its pupils, who have equal access to all areas of the curriculum. Pupils with special educational needs are integrated effectively into a caring and supportive school environment.
- 32 The staff, though few in number, provide a good range of extra-curricular activities. These include football, athletics, orienteering, tag rugby, skipping and cookery. Both boys and girls make full use of the opportunities available. Planned educational trips include visits to the Museum of Childhood in Sudbury, Haddon Hall to study the Tudors, Lathkil Dale to investigate geographical features and Eden Camp in Yorkshire in relation to World War Two studies. Other classes undertake local studies such as that of the farms and buildings in the area as part of their history and geography work.
- 33 Sound links within the community have been established and an annual primary school sport skills competition, organised by the school, is sponsored by a local major sports-shop. Art, Book and Poetry Weeks in school involve local artists, storytellers and poets. Parents and grandparents also visit and this supports the school's links with the community. The pupils visit the local church as a part of their learning. The Friends of South Wingfield School contribute by organising social

¹ A time set aside for whole class to discuss issues of common interest.

events as part of their fund-raising activities.

- 34 The school's provision for spiritual, moral, social and cultural development is good overall. This is similar to the judgement of the last inspection.
- 35 Provision for spiritual development of all pupils is satisfactory overall with some strong features. The school fulfils all requirements for the daily act of collective worship. It provides pupils with opportunities to contribute in assemblies through answering questions, acting out Biblical scenes and singing. Pupils also have time for reflection on the theme of the day or stories told during assemblies. Opportunity for spiritual thought and reflection is frequently offered at the end of the day, as was observed in classes 3 and 4. Elsewhere, with the exception of religious education lessons, there are fewer planned opportunities for spiritual development. When it does occur, it happens naturally rather than through planned activity.
- 36 Throughout the school provision for pupils' moral development is good. All adults and pupils work hard at achieving the high standards of behaviour observed during the inspection. A strong sense of morality underpins the aims and ethos of the school and this ensures that all pupils distinguish readily between right and wrong. Effective opportunities are provided in lessons and assemblies to discuss moral issues, such as, for example, the inappropriate behaviour of a couple of pupils in a Year 5/6 physical education lesson. They are taught the value of honesty, fair play and truthfulness and have contributed to the school's code of conduct, 'Golden Rules'.
- 37 The school's provision for pupils' social development is good. Adults are polite to pupils; in the majority of cases pupils are treated with unfailing courtesy. From an early age they are given some responsibilities, for example clearing tables and monitoring the library and cloakrooms. During lunch times, older pupils often sit with younger ones and write stories which they share with them. In many subjects, pupils have the opportunity to work collaboratively and develop good inter-personal skills, for instance in design technology, science and physical education. This aspect is further promoted by the school's many educational visits. Visitors, including the local police, fire brigade and representatives of ethnic groups, are welcomed by all in the school community.
- 38 Provision for pupils' cultural development is sound. All pupils share a common cultural background and have ample opportunities to appreciate their local heritage by exploring the area in which they live. In their study of history, they consider a range of life-styles and cultures. For example, younger pupils learn about life in Victorian times, and older pupils study the Ancient Greeks, Romans, Egyptians and Celts. Classroom displays include texts and symbols from different world cultures, including artefacts from the Muslim and Jewish faiths. Multi-cultural experiences include visits to the Islamic mosque and Multi-faith Centre in Derby, while visitors to the school have included ethnic groups to speak about the Sikh culture. This helps pupils to feel that all cultural backgrounds are valued. The school celebrates festivals such as Diwali and Hanukkah. Such celebrations based on cross-cultural links raise pupils' awareness of other prevailing cultures in Britain. The weakness in pupils' cultural development is in the pupils' experiences of the arts, in particular the work of famous artists and composers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school takes appropriate steps to ensure that pupils' welfare needs are met. Pupils with special educational needs are well supported. The school is generally

safe and the pupils are well cared for. However the previous report stated that the school had no documented risk assessment and this has still not been resolved. The current health and safety policy omits risk assessment procedures. Although the school caretaker is very good at documenting issues concerning the school premises, presently there are no formal risk assessment procedures.

- 40 Procedures for child protection are satisfactory. The head is the named person and this is known by all of the staff, but this is not made clear in the child protection policy.
- 41 The personal development of pupils is monitored satisfactorily although very informally. The small size of the school ensures that staff know pupils well. Any concerns are reported to the headteacher who takes appropriate action.
- 42 The school makes good use of standardised tests to check on the pupils' academic development. Good analysis of these tests shows what pupils need to learn to improve and helps the school to decide on improvements that can be made to the curriculum. The school decisions to deploy additional support for some of the pupils was based on the analysis of pupils' needs. Marking of work is regular but tends to focus on giving the pupils praise for their efforts and there is insufficient comment to help them to have a clear view of their targets for improvement.
- 43 The monitoring of attendance is good. Much of the monitoring is informal but this works effectively in a small school. The registers are well kept and there is a clear distinction between unauthorised and authorised absence. On the rare occasion when there is an attendance problem the school appreciates effective support from the education social worker.
- 44 The school has good procedures for monitoring and promoting good discipline and behaviour. Classes formulate their own golden rules that generally reflect the expectation expressed in the school's behaviour policy. Most teachers manage behaviour very effectively within their own classrooms though some parents feel that some teachers are sometimes too strict. There are some instances where the style of behaviour management restricts the pupils' independent learning opportunities. Pupils appreciate the school's system of merit awards. They collect rewards for good behaviour as well as hard work. The school's behaviour policy and anti bullying policy are a little out of date and do not always reflect current practice in the school. Incidents, which might be perceived as bullying, are dealt with on an individual basis. Teachers try to prevent any incidents of name calling escalating and bullying is not a problem.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 45 The school has satisfactory links with parents. Parents appreciate that the children are expected to work hard and that they make good progress. Many parents feel that teaching is good and they are happy to report that their children like school. A significant minority of parents were concerned that the school might not be well led and managed and thought that the school did not always work in partnership with parents. The inspection team did not agree with their views on school management and judged the management of the school to be satisfactory overall and with many good features.
- 46 Although the inspection team judged the school's partnership with parents to be satisfactory the team understands why some parents might feel that the school's partnership with parents could be improved. At present the school lacks formal

arrangements to canvass parents' views although it is sensitive to parents' concerns on an individual basis. There are parent helpers who do a valuable job but the school does not have formal procedures in place to recruit, monitor and support the work of parent helpers. Parents and the school appreciate the hard work of the small band of parents involved in the Friends Association.

- 47 Information for parents is satisfactory overall, though this is improving both in terms of written information and the opportunities provided for parents to get to know about the work of the school and of their children. For example, the school has meetings to tell parents how they can help their child prepare for the end of year tests. There are two parents' nights a year for parents to discuss their children's progress with the class teachers. Parents agree that it is easy to come into school and discuss questions or problems should they arise at other times of the year. There have also been other information meetings for parents, for example to inform parents about the "Better Reading" and "Better Talking Partner" programmes. The prospectus is of satisfactory quality and there are regular newsletters.
- 48 A significant number of parents are concerned about the quality of information they receive about their child's progress. The inspection team judged the written reports to parents to be satisfactory but agreed that the quality of the reports ranges from good to unsatisfactory. Parents of reception children receive a report based on the National Curriculum rather than reporting on the Foundation Stage. Reports about Year 1 children are much better quality and the sections about English, mathematics and science are of good quality. Reports at the end of Year 2 meet statutory requirements and the sections about English and mathematics are often of good quality, reporting clearly what the pupils know, understand and can do. However, the reports on other subjects such as science, art, physical education and religious education often make very similar statements for each child. Some of the reports for younger junior aged pupils have a terse tone and contain inappropriate comments. There is insufficient information on attainment and progress and these reports tend to focus on pupils' attitudes to a subject rather than how well they have performed in that subject. Reports about older pupils are generally satisfactory but sections other than English, mathematics and science contain very similar comments for most pupils.
- 49 Reports contain a valuable section where teachers have the opportunity to advise parents on how they can help their child. This is rarely used well. Some teachers leave this section blank while others write in bland comments such as "Your continued support is requested." This is a missed opportunity to set targets for pupils and to inform parents how they can help their children achieve those targets.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 50 The school has a clear sense of direction. Planning for development and improvement is helping to raise standards. The leadership and management of the headteacher are good in that issues facing the school have been successfully addressed.
- 51 The strength of the headteacher is in the analysis of the work of the school, based on assessment information and his own observations and monitoring. Despite having a substantial teaching load, the headteacher takes the monitoring aspect of his role very seriously and focuses clearly on areas of the curriculum to ensure that standards are being maintained or raised. This monitoring has managed to ensure that appropriate subjects are targeted but it has not focused on the weaknesses in the Foundation

Stage, though this is an area listed in the school development plan for the current year.

- 52 School development planning has appropriate targets, because they are based on assessment evidence and evaluation of the school's performance. The headteacher has made the plan available to the staff at all times and welcomes their comments and suggestions. However, the current format of the document does not make it easy for some staff and governors to use or interpret it and, despite there having been considerable discussion and debate, some of the teaching staff have not fully understood the implications of it for their own practice. The headteacher has realised this and is currently taking steps to break down the plan into termly events in order that the staff be able to make a more significant contribution. There is a need to communicate the school's good targets and sense of direction more clearly to the wider community.
- 53 Subject co-ordination is satisfactory. Subject co-ordinators for English, mathematics and science know their subjects well and they have a generally good understanding of the levels of achievement of the pupils. In the other subjects however, the co-ordinators are not able to describe the levels of achievement of the pupils or state whether they consider these to be high enough. This is because they have not monitored the quality of teaching and learning in the subject and have only looked in depth at planning and the written outcomes of pupils' work.
- 54 Targets for the improvement of the school are clearly set by the headteacher in consultation with the governors. There is clearly agreement on what needs to be done and the governing body is very supportive. The governors and particularly the chair of governors have a clear overview of the major strengths and weaknesses of the school. A particular strength of the governors at the current time is in their commitment to improving the accommodation of the school. They are undertaking this effectively and thoroughly.
- 55 Financial management is good overall. The school's budget is understood well and good use is made of all sources of funding. There is a need for the school to review its storage of copies of key documents. Finance is linked well to the targets for development. The school has generally good procedures to check for best value on its major spending decisions.
- 56 The school has fully implemented the recent changes to performance management and this is an important tool in school improvement. The headteacher is using this well.
- 57 The accommodation is clean and tidy thanks to the efforts of all the staff. It is however, inadequate. There are sufficient classrooms but the hall is very small for indoor physical education for some of the larger classes. There is no outdoor learning area for children in the Foundation Stage. There is awkward and restricted hard play space for the pupils for breaks and lunchtimes and they are very crowded. The school is very short of office space and this adds to communication difficulties, as there is nowhere for the headteacher to talk with parents in private and without disturbance. The staff and governors are well aware of these serious shortcomings and plans are well under way for the conversion of the school house to make it a part of the school premises. Resources are mostly satisfactory though there are some weaknesses in resources for the Foundation Stage and in the provision of artefacts for some subjects such as history. There are too few modern computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58 In order to continue the school's recent good improvements to improve further, the school should:

1. plan a curriculum for children in the Foundation Stage which is based on the 6 areas of learning to ensure that
 - the children achieve all of the early learning goals;
 - they are actively engaged in using their developing skills in practical and exciting contexts;
 - they have opportunities to learn out of doors. (The school has outline plans for this area of development).
2. mark the pupils work and organise some parts of their lessons so as to involve pupils actively with setting their own targets for learning. Ensure that the pupils develop a stronger sense of responsibility for their own improvement.
3. expect more of pupils in their written work in some of the subjects, in particular history, geography, music and religious education. There is a need to ensure that if written work is set, it is completed to a good standard, not only in terms of presentation but also in the quality of the content and the quantity of work completed.
4. provide better opportunities for the pupils to develop their library skills and their independent research skills. In particular there is a need to develop the school library further and to give more continuous access to computers as a source of information.

In addition to the above items for improvement, the headteacher and governors should consider improving the school's partnership with the parents by offering clearer information in the annual reports on pupils' progress. In particular the parents of the youngest children should be informed of their progress in the 6 areas of learning, and the other parents should learn more about their child's progress in all subjects of the curriculum. The school might also seek ways in which parents' views can be canvassed and attempt to involve more parents in the work of the Friends Association.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	43	38	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	111
Number of full-time pupils eligible for free school meals	N/A	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	14

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	6	6	6
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95(100)	95(100)	95(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	6	6	6
	Total	18	18	18
Percentage of pupils at NC level 2 or above	School	95(100)	95(100)	95(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	7	8	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	7	6	7
	Total	11	10	12
Percentage of pupils at NC level 4 or above	School	73(53)	67(27)	80(67)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	7	6	7
	Total	11	10	12
Percentage of pupils at NC level 4 or above	School	73(60)	67(31)	80(67)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	46

FTE means full-time equivalent.

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	6	1
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.

Financial information

Financial year	1999-2000
	£
Total income	203,694
Total expenditure	195,647
Expenditure per pupil	1,779
Balance brought forward from previous year	9,441
Balance carried forward to next year	17,488

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	111
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	7	0	0
My child is making good progress in school.	52	41	7	0	0
Behaviour in the school is good.	48	38	9	2	4
My child gets the right amount of work to do at home.	25	59	9	4	4
The teaching is good.	52	36	11	2	0
I am kept well informed about how my child is getting on.	30	46	21	2	0
I would feel comfortable about approaching the school with questions or a problem.	61	29	7	2	2
The school expects my child to work hard and achieve his or her best.	61	36	4	0	0
The school works closely with parents.	23	46	20	4	7
The school is well led and managed.	34	38	9	13	7
The school is helping my child become mature and responsible.	39	46	13	0	2
The school provides an interesting range of activities outside lessons.	34	43	5	7	11

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

- 59 Since the last inspection the provision for the Foundation Stage has been improved. There is a much larger classroom and some new resources and equipment. The children in the Foundation Stage share this classroom with some pupils from Year 1. Curriculum provision for children in the reception class and particularly the four-year-olds is unsatisfactory because the curriculum currently offered is mostly suited to the needs of the Year 1 pupils and important elements of personal, social and emotional learning, physical development and creative development are not fully provided for.
- 60 There is currently little effective planning for the six areas of learning, which form the entitlement for children of this age. Some of the children are offered teaching which is different from the older pupils but this is inappropriately narrow and subject based. There are too few opportunities for children to undertake practical work, to explore and to investigate. The children do not work towards the Early Learning Goals. They are offered play activities on a daily basis during the last session in the afternoon but these do not promote specific learning targets.

Personal, Social and Emotional Learning

- 61 Children make broadly satisfactory progress in this area of their learning, for example when involved in literacy lessons they maintain attention and sit quietly whilst the teacher is talking. They are calm and quiet and will ask for assistance when they need it. Their relationships with adults are satisfactory and sometimes good, for example when working on an initial sound game they join in spontaneously.
- 62 When given the opportunity to work practically, they remain with their activity for a good length of time though they often work alone or in pairs rather than in a group. In the role-play area, which was set up as a home corner, there was noticeably little interaction between the children; they did not discuss a game or an idea to develop their play until an adult prompted them. Similarly in a number game involving money, they enter into little spontaneous discussion or conversation even though the game was potentially exciting, involving running to their coins. The children rarely show excitement or eagerness in their learning. Too often they are involved in task which involve pencil and paper and sitting at a table.

Language Literacy and Communications

- 63 Most children develop appropriate speaking and listening skills in whole group situations. Many of the children are articulate. They listen quite attentively during literacy lessons and in the teacher's introductions to other lessons but do not contribute a great deal in discussions. Much of the questioning focuses on the older and more confident pupils. The teacher makes separate provision for these children during a part of the literacy lessons and they get good support from the classroom assistant. However, they return too soon to quiet, tabletop activity which does not extend their language learning. Opportunities for children to explore and develop language through creative and practical tasks are limited.
- 64 The children learn about books and have good skills in handling them. They have also developed early sound to letter recognition skills. They have opportunities to choose

books at certain times in the school day, but they seldom do this because the classroom lacks a comfortable book area where children can go to read if they choose. Children are taught early writing skills and are shown how to form letters. They are given opportunities to practice writing but there are few other activities in the classroom to help them to establish good pencil holding skills or the other fine handling skills. Many children have an inappropriate pencil grip. There is no evidence to show that writing is encouraged or supported as a part of their 'play activities'.

- 65 When adults offer support in the role-play area, children's language develops well. Most of the children are willing to talk when they are asked to do so. When real tasks are given, for example getting ready for a visitor, children use their developing language skills well, to organise their work by delegating tasks of tidying and cleaning.

Mathematical Development

- 66 Children make satisfactory progress in their mathematical development. The teacher follows the national numeracy strategy guidance when planning for learning, though some of the tasks given are too difficult for most of the children. However, from their work so far they have learnt to count reliably; some to five and others beyond. They recognise numerals and are able to identify one more and one less with a good degree of accuracy. They understand vocabulary relating to measuring, for example more and less than, greater and smaller than.
- 67 They do not regularly reinforce their learning through practical activities which they select for themselves.

Knowledge and Understanding of the World

- 68 The children make satisfactory progress overall and in some aspects they exceed the early learning goals. This is most apparent when they are involved in class lessons using computers. They show good knowledge of the use of the mouse to operate various functions. They have a good understanding of the programs that they are using and they clearly enjoy using the computer. Unfortunately, opportunities are not provided for them in the classroom to reinforce their learning or extend their skills.
- 69 They make good progress in learning to follow diagrammatic instructions when using construction toys. Two boys built a very good representation of a picture of a lighting platform using a construction kit.
- 70 The children are included in the history, geography and science lessons which the teacher delivers for Year 1 and they gain knowledge and understanding of elements of these subjects. They have only limited opportunities to investigate, using all their senses because they are not involved in enough practical activities. The children have limited opportunities to explore the wider environment because there is no designated outdoor learning environment.

Physical Development

- 71 The children make unsatisfactory progress in their physical development because they make too little progress in developing fine control skills such as using pencils, scissors and paint brushes, and they experience too few challenges which would allow them to develop an awareness of their own space and the need to share space with others. They have physical education lessons alongside the pupils in Year 1 and

the routines of the day; moving to the hall for assembly and lunch and outside at playtime, encourage them to move with confidence and control. They are though strongly directed in their physical development and they do not sufficiently develop awareness of space and of the space required by others.

- 72 The children are given the opportunity to work with malleable materials and construction equipment as a part of their activities, but there is no general access to this sort of material or to tools and equipment throughout the school day which would allow the children to practise and refine their skills.

Creative Development

- 73 Children do not make sufficient progress in their creative development because they have too few opportunities to develop and extend their creative skills. The resources provided are not sufficiently stimulating and those which are provided get too little use.
- 74 The children are offered painting as a part of their 'play' activities. Some of the children choose to do this. Their paintings represent form well, for example, a painting from memory of a teddy bear, but they experiment little with texture or colour mixing, simply using the ready mixed paints provided. There is little planning to indicate that they are offered a suitable range of activities on a regular basis.
- 75 At the time of the inspection there was no planning or provision for creative music or dancing or any other sound based work. The role-play offered little to stimulate their imagination, though it is clear that different role-play situations are offered during the year. However, it is not the usual practice to give children real tasks to do when they are playing and therefore some of the role-play lacks direction and purpose.

ENGLISH

- 76 Attainment in English at Key Stage 1 in 2000 showed standards in reading and writing to be above average for all schools with an above average percentage of pupils attaining higher levels. These standards have been maintained over the last four years. At Key Stage 2 attainment in English in 2000 was in line both with attainment nationally and with that in similar schools. These pupils improved well when considering their attainment at the end of Key Stage 1. Trends in performance are difficult to establish because there are low numbers of pupils in each year group. What is clear is that there were an above average percentage of pupils achieving the higher level 5 than is the case nationally.
- 77 The school has implemented a thorough and informative set of procedures to check on and evaluate pupils' progress and teachers are clear about what the pupils need to do to improve. It is clear from documentation completed so far that this determined attempt to raise attainment is proving effective. Pupils are making progress and raising standards of personal performance, resulting in the rise in standards in 2000.
- 78 Inspection, findings show that attainment by the end of Key Stage 1 is above average in all areas. At Key Stage 2 attainments is average in all areas except handwriting, where attainment is above average.
- 79 By the end of Key Stage 1, attainment in writing is good; pupils write neatly in well-constructed sentences which are correctly punctuated. Their vocabulary, grammar and spelling are good and they use wordbooks and dictionaries competently. During lessons, pupils are given the materials to help them research new words and to use

them appropriately. Pupils with special educational needs are provided with tasks and support which challenge them appropriately, thus ensuring they achieve and make good progress. The most able pupils have extension activities to encourage independent thinking and they work for sustained periods in order to complete tasks successfully and produce flowing, well sequenced and neatly presented work.

- 80 By the end of Key Stage 2 writing is satisfactory; pupils know and use the conventions of writing; they organise their ideas, present them in order, record their views and describe events. Poetry compositions are interesting and some are well-structured. Older pupils are able to script ideas for plays using conventional layout. They write interesting stories for younger pupils then read these aloud to them, providing an opportunity for audience feedback on their work. A few examples of good, well presented extended cross-curricular writing, using good subject language were evident at the end of the key stage, when pupils had clearly been motivated by their historical studies to write in the character of Florence Nightingale. The content of this work was perceptive and original. However, only some of the pupils produce work of this quality, others rarely finish their work to a good standard.
- 81 When work is completed, there is evidence of progress in content, vocabulary, spelling, grammar and punctuation skills. There was, however, evidence in books of many pieces of unfinished work, pupils have only partially completed the tasks which they were set. In lessons, pupils were interested and, in lower Key Stage 2, lessons moved at a good pace with rigorous questioning which challenged pupils to think and express their thoughts clearly. The teacher used good examples of work to encourage pupils and motivate them to work hard and have their work chosen for discussion. By the end of the key stage, the most able pupils demonstrate good structure and content in their writing, but they are not always sufficiently challenged with different tasks to extend their achievements. When examples of writing are used as a focus for the lesson, pupils' responses are not as immediate or forthcoming as at other times. Pupils take a passive role in the lesson and a small minority does not remain on task.
- 82 Reading standards are good by the end of Key Stage 1. Pupils are avid readers and thoroughly enjoy their reading sessions. When reading aloud, pupils are fluent and accurate and the most able have good diction and introduce good expression into their reading. The teachers' enthusiasm and love of books influences pupils' attitudes positively and they read with energy and excitement. Pupils are very keen to discuss their reading with visitors and they do so articulately and critically. The most able readers explain well why they enjoy particular authors and describe story lines and characters from their favourite books. All pupils make progress in their reading and pupils with reading difficulties have made very good progress with the input from the additional literacy support programme and the Better Reading Partners programme, in which home and school work positively together within a structured scheme, to raise reading attainment.
- 83 By the end of Key Stage 2, attainment in reading is satisfactory. This does not indicate less progress in Key Stage 2, merely a different group of pupils. Pupils recognise different styles and read them appropriately, making satisfactory progress. A minority of pupils stumble over unfamiliar words and are not able to explain fully the content of the books they read. The most able read fluently and with expression, describing the content of their reading accurately. Pupils with special needs receive considerable support at a level appropriate to their needs to enable them to achieve. These pupils make progress and are developing strategies to help them become proficient at tackling unfamiliar texts and they have benefited from the Better Reading

Partners scheme. The support of the teachers is an essential part of encouraging these pupils and helping them maintain interest and motivation. At both key stages there is a home school reading book and pupils' progress is recorded regularly.

- 84 Handwriting is good at both key stages. Cursive handwriting is introduced from Year 1 and teachers are meticulous in linking skills with presentation of work. Pupils all have a good style and their work is neatly presented throughout the school.
- 85 By the end of Key Stage 1 attainment is good in speaking and listening. Teachers constantly provide opportunities for pupils to express ideas and views and the positive praise and encouragement teachers give results in pupils gaining confidence to speak in all types of situations. Teachers use good, challenging questions which probe and extend pupils' answers. The teachers know their pupils well and they are able to adapt the questions individually thus ensuring all pupils make progress.
- 86 Standards of attainment in speaking and listening are satisfactory by the end of Key Stage 2. Pupils listen well and are willing to answer questions when asked, although older pupils are not always naturally responsive and need persuading to contribute answers during lessons. Pupils are polite, speak clearly and express their ideas appropriately.
- 87 Teaching in Key Stage 1 is good. Teachers have established good relationships with the pupils and give lively and stimulating lessons which are well-planned and which the pupils enjoy. All pupils participate well and try hard to please the teacher. The pupils make good progress the teachers are confident and enthusiastic and have a clear focus on the development of literacy skills. The teachers have a clear understanding of the importance of writing as a key skill, and provide opportunities for writing in many subjects.
- 88 Teaching in Key Stage 2 is satisfactory. Teachers plan work carefully at appropriate levels and all pupils, including those with special educational needs, make satisfactory progress. Lessons cover all aspects of literacy; content is interesting and teachers work hard at stimulating discussion and encouraging pupils to tackle a variety of written tasks. Teachers focus on particular groups during lessons and it is quite clear that the support these groups receive is a motivating factor in their attitude to completing their work.
- 89 In both key stages, teachers offer considerable praise and guidance when marking work and this is a positive reinforcement for pupils. However, very little marking gives guidance on how pupils can improve their work and, when questioned, pupils are not clear as to what they should be aiming for to raise their standards.
- 90 The co-ordinator effectively leads teachers, ensuring that the curriculum incorporates all requirements of the literacy hour at levels appropriate to pupils learning and needs. The co-ordinator scrutinises teachers' planning, monitors pupil standards and teaching methods, discusses her findings with the teachers and suggests ways of making improvements. Good procedures for assessment have been implemented and National Curriculum data and evidence drawn from pupil's performance in tests provides good reference points for assessing progress. The school has agreed targets for improvement and works hard toward achieving them, for example, in Key Stage 2 raising standards of attainment in writing, and in both key stages, planning and teaching writing as a key skill across the curriculum. The successful 'Better Reading Partners' programme, which has clearly raised standards in reading, is now

being extended to include a Better Talking programme.

- 91 There is no satisfactory school library. An area used as a Key Stage 2 reference library and Key Stage 1 fiction library is used as a multi-purpose room for information and communication technology, parents meetings, extra teaching groups and community meetings. There are no timetabled lessons for library skills and, although pupils tidy the library they do not act as librarians. There are book areas in classrooms with fiction selections but many of these books are worn and unattractive. The school has plans to provide a satisfactory library area within the forthcoming conversion of the school house.
- 92 Resources to support delivery of the National Literacy Strategy are satisfactory though there is scope to offer better independent access to materials for pupils.

MATHEMATICS

- 93 In the 2000 National Curriculum tests at the end of Key Stage 1, the percentage of pupils reaching the expected Level 2 or above was close to the national average and close to those in similar schools. Results of the 2000 National Curriculum tests in Key Stage 2 showed 67 percent of pupils gaining Level 4 or above, which was below the national average and below that for similar schools though a high percentage of pupils reached the higher level 5. Small groups of pupils in each year group means that it is difficult to analyse trends in overall performance. However, last year was considerably better than the previous two years.
- 94 During this inspection, observation of lessons, an analysis of past and present work and discussion with pupils indicate attainment to be above the national average at the end of Key Stage 1 and close to average at the end of Key Stage 2. This is an improvement since the previous inspection which reported attainment to be similar to the national average at the end of both key stages. The school is determined to continue to raise standards, especially in Key Stage 2, and has set challenging but realistic targets for each year group.
- 95 Pupils have a sound foundation in numeracy which reflects the positive impact of the National Numeracy Strategy. In Key Stage 1 they develop a good understanding of number. Teachers begin lessons regularly with mental warm-up activities. Pupils respond in unison, for example counting on in tens and decreasing by 10 or adding 2. The pupils become confident with number bonds through this approach and develop a range of strategies for calculations. By Year 6 many pupils, especially higher attaining pupils, have a ready facility with number and can accurately calculate percentage discounts mentally by a variety of methods. These mental 'quick-fire' activities increase in difficulty as pupils proceed through the school, and play a large part in developing, reinforcing and testing pupils' skills, knowledge and understanding.
- 96 In Key Stage 1 pupils' learning is good and this includes those pupils with special educational needs. In Year 1 they order, sort and count objects accurately. Many read numbers well and identify odds and evens. Some recognise number sequences and all are learning mathematical vocabulary such as 'shorter', 'longer', 'smallest' and 'tallest' in relation to their heights. Higher attaining pupils carry out simple addition and subtraction operations confidently and accurately. They are beginning to measure and realise the relationship between standard and non-standard measures, for example when using hand spans to find the length of a desk. This type of work they undertake well. Pupils in Year 2 understand about halves and quarters, and know the names and properties of common two and three-dimensional shapes, such as

square, circle, cube and sphere. They interpret simple graphs and bar charts, recognise number patterns and add and subtract accurately in tens and units.

- 97 In Key Stage 2 all pupils continue to make sound progress, moving on to multiplication and division and working with increased confidence in hundreds, tens and units. Pupils in Year 3 have a sound understanding of the basic multiplication tables and processes, and understand simple fractions. In Year 4 they calculate area by adding squares and measure length with increasing accuracy. They draw and interpret simple bar charts and by Year 5 complete accurate calculations, including division of numbers to 100. They draw and measure angles successfully to the nearest degree. By Year 6 pupils calculate areas of rectangles, triangles, understand probability and symmetry, and use calculators to check their answers. They develop satisfactory skills in data-handling, for example in science when grouping materials into solids, gases and liquids. Some higher attaining pupils can express sequences of triangular numbers and explain accurately how decimals, vulgar fractions and percentages are related. The majority of pupils within the key stage measure length, weight, capacity and temperature with increasing accuracy. Overall, the pupils reach the levels expected for their age.
- 98 Pupils are required to discuss their methods and justify answers and this supports their learning. The vast majority enjoys lessons and particularly likes the use of games and the challenge of daily 'quick-fire' sessions. For example, in a Year 6 lesson they explained eagerly and precisely how they calculated the volume of a range of cuboids. This positive attitude enhances learning and combined with good teaching enables pupils to develop a flexible array of mental calculation strategies. Pupils are well behaved and respond well to teacher questions. This was apparent in a Year 2 lesson where pupils were keen to show their knowledge of doubling and halving numbers up to 20. During set tasks they persevere and sustain concentration. They are particularly supportive of each other in group work, as was observed in a Year 4 lesson dealing with money problems. Most pupils take pride in their work and present it neatly.
- 99 The quality of teaching is never less than satisfactory and is good overall. Co-operative planning by teachers, some of whom share classes, helps to set clear learning objectives for each lesson. Opportunities for pupils to apply their mathematical knowledge and understanding are usually planned to good effect into lessons, for example in a Year 5 class pupils presented and interpreted data accurately, using pie charts. Generally teachers set clear learning objectives which are shared with pupils, and are enthusiastic, encouraging pupils to think, as in a Year 6 mental mathematics session. In this lesson on division and multiplication of three and four digit numbers by 10 and 100, the challenge of the questions enabled pupils to clarify their thinking and hear how other were tackling the questions. They are usually able to assess pupils answers well and target supplementary questions to expand their thinking, seen to good effect in a Year 2 lesson on the use of doubles and near doubles to solve addition and multiplication problems. In lessons in Year 2 and in Year 6, pupils made good progress using the four computation operations to solve arithmetical problems. These lessons combined problem-solving, discussion and explanation, high expectations and good pace. Where teaching is less effective, introductions are over-extended and work does not always challenge the higher attaining pupils.
- 100 The subject is managed soundly. The co-ordinator works closely with all members of staff who share a clear vision for the future successful development of the subject and for the raising of standards. She has monitored teaching and learning, offering

written and verbal feedback to teachers and the teachers have changed and improved their practice. A detailed policy and scheme of work covering all strands of the National Numeracy Strategy is in place. Long and medium term plans, together with a sound assessment and recording system, ensure that strengths and weaknesses in the subject are identified and issues arising are addressed immediately. Assessment of day-to-day work is also satisfactory. Overall marking is mostly congratulatory with few examples of evaluation which might accelerate pupils' learning. The co-ordinator evaluates pupils' work on a regular basis, which is then levelled against the National Curriculum attainment targets. This is an improvement since the previous inspection.

SCIENCE

- 101 Attainment for seven-year-olds in the teacher assessments in 2000 was above the national average for pupils gaining the expected Level 2 or above. An above average percentage of pupils achieved the higher level 3. At the age of eleven, 80 percent of pupils gained Level 4 or above, which was just below the national average but an above average percentage of pupils reached the higher level 5. Overall this was an improvement on the previous year, and reflects the school's successful efforts to improve.
- 102 Lesson observations, discussion with pupils and an analysis of their past and present work indicates that attainment at the end of both key stages is in line with the national average.
- 103 At Key Stage 1 pupils' learning, including those with special educational needs is sound in the development of knowledge, skills and understanding. By the end of the key stage they know that light comes from a variety of sources including the sun. They explain in simple but accurate terms how force makes things speed up, slow down or change direction. They explain clearly the classification of materials for example into metals, wood and plastics. Pupils have a broad and sound knowledge and understanding of science including aspects of diet, habitat of animals and plants. They make a good attempt at carrying out investigations to a simple format; they predict, test and record their findings, reinforcing their literacy and numeracy skills.
- 104 In Key Stage 2 all pupils' learning continues to be sound. By the end of the key stage they have a satisfactory knowledge and understanding of scientific facts, including the representation of circuits in drawings and diagrams, and balanced and unbalanced forces. They use precise scientific names for parts of the skeleton, major body organs and the elements of the solar system. Pupils reach good standards in their study of materials and their properties, identifying changes which take place when materials are heated and cooled, and suggesting ways in which solids might be separated. In such investigations they have a satisfactory understanding of the need for accurate measurement and use their numeracy skills well in their calculations and interpretations of data. They record their work in a variety of ways, including tables and graphs to represent their results, but they rarely select their own methods of recording.
- 105 Pupils' attitudes to science are good, especially when they are motivated to sustain concentration. This was particularly noticeable in a Year 6 lesson investigating how pitch can be changed in sound. For example, they formulated statements such as 'the shorter and tighter the string on a guitar, the higher the pitch,' as a basis to substantiate their findings. They listened well to the teacher and each other, and worked purposefully both in collaboration and independently throughout the session.

Similarly in a Year 3 lesson, pupils predicted which household items in a given range might contain rock particles. Pupils are polite and respect peers and adults alike. Only on odd occasions, when they are allocated too much time for a task, are some pupils restless or inattentive.

- 106 In the lessons observed the balance between good and satisfactory teaching was equal, which is similar to the last inspection. In a Year 4 lesson studying the composition of igneous, sedimentary and metamorphic rocks, the teacher had high expectations, displayed good scientific knowledge and planned well. There was a good balance between practical and written work. In all lessons good use is made of recapitulation to establish previous knowledge, to highlight discoveries and reinforce teaching points, as illustrated in the Year 6 lesson on sound when the teacher asked searching questions of the group at various points in the lesson.
- 107 The co-ordinator provides effective leadership in the promotion of the subject throughout the school. The medium and short term planning is detailed. It contains precise learning objectives and an appropriate assessment and recording system. In marking, the emphasis is mostly on commending work but it is lacking specific target setting to move pupils' learning on. Teaching and learning is monitored on a regular basis and this has helped teachers to improve the quality of their lessons. Resources are sound, accessible and used well.

ART and DESIGN

- 108 The last inspection reported standards of attainment in art at the end of both key stages as appropriate for their age. Insufficient lessons were seen to make a judgement on the quality of teaching. During this inspection attainment in Key Stage 1 and 2 was as expected for seven and eleven year olds. Insufficient lessons were seen to make overall judgements on teaching.
- 109 Pupils at Key Stage 1 experiment with a good variety of materials and techniques and they make progress throughout the key stage. Pupils are introduced to the work of Van Gogh and their interpretations of his style in their own work demonstrate a good use of colour and shape. In the lessons seen in Key Stage 1, teachers introduced art in an energetic way. Their enthusiasm for the subject and the clear explanations they give of what is expected is reflected in the interest, success and enjoyment the pupils have in their work. In a lesson making masks to illustrate an aspect of geography, pupils created well-organised patterns, choosing different materials, rolling and curling papers, cutting and shaping and devising styles appropriate to the task. They concentrated on the task and their conversation was linked to their work. The teacher helped them evaluate and develop their ideas as they worked and as a result their products improved to a good standard. Pupils' explanations of their work were detailed and the language they used appropriate to the task. A good folder of artwork shows that pupils experience a range of art skills such as weaving, collage, printing, drawing, painting and modelling, usually to a satisfactory standard and occasionally better than this. Many of these are closely linked with design technology. When talking about their work, pupils demonstrate satisfactory knowledge, describing colour shades and how to mix colours and they know that different brushes create different effects.
- 110 Younger pupils were engaged on the making of windmills and they showed good awareness of safety when using scissors and nails. They understood their task and enjoyed completing their designs. Decorations on the windmills were original and

creative but were limited by the lack of appropriate materials for the task. Pupils provide interesting and well-drawn illustrations for work in news books and there are examples of close observational drawings throughout the key stage, which show how carefully pupils are looking at detail of objects and interpreting them with growing accuracy.

- 111 During the period of the inspection no art was timetabled for Key Stage 2. From evidence of completed work, discussions with pupils and teachers, it is clear that, as pupils move through Key Stage 2, their range of understanding, development of skills and progress, is, overall, satisfactory. Teachers build upon the varied skills and techniques acquired by younger pupils. Pupils recall and create images from memory in finer detail but work in sketch books shows that, although a few pupils' skills in drawing develop, the majority makes little progress and the experiences they have in this area are very limited. Some drawing is used to illustrate work in other curriculum areas such as story-board work in literacy and this is original and interesting, but large scale illustration is usually linked to set design and given patterns.
- 112 There is a school policy and a basic scheme of work, which is linked to QCA guidelines in Key Stage 2. Teachers planning follows the scheme, within the confines of timetable allocation, however the coverage of all aspects of art is imbalanced in some areas with close observational drawing and work on the styles and patterns of artists having less emphasis than other areas, particularly in Key Stage 2. As yet, the quality of teaching and learning and the standards achieved are not systematically monitored, although this area is included in the development plan for 2002. Art resources, which are used well, are adequate to support the present teaching scheme.

DESIGN AND TECHNOLOGY

- 113 Timetable arrangements meant there were few opportunities to observe lessons during the inspection. Judgements were made by looking at previous work and teachers' planning and by discussions with staff and pupils.
- 114 Standards across the school are above national expectations and have been maintained since the previous inspection. The scheme of work, which closely follows national guidance, ensures that design and technology tasks become progressively more challenging, as pupils grow older.
- 115 Pupils in Years 1 and 2 have designed and made puppets. They have selected appropriate materials and have taken care to finish their puppets as they were described in their designs. Previous work on paper weaving and the making of wheeled vehicles indicate an appropriate level for seven-year-olds. Work shows good use of tools and materials.
- 116 By the age of eleven pupils undertake increasingly complex projects and are encouraged to use their good knowledge and understanding of science to support their work. Work on bridges for a 'Design Challenge' in which the school gained first prize, shows pupils have a clear understanding of the design and make process. They clearly identify the need, design and make a product and evaluate it well. The work shows accurate measurements of dimensions and pupils put their knowledge of forces into practical use. The pupils have also shown that they research possibilities and the make good use of information and communication technology to record their work.

- 117 Class work in the upper part of school is of a high standard. The pupils have made “energy bars” adding a range of different ingredients to a basic recipe to change the taste. Not only have the pupils recorded their ingredients and made the product, but they also evaluated the product by having a number of pupils test it. All of their work is recorded on their computer information base and shows that they have a good understanding of the process which they are able to use creatively. Other projects have included making musical instruments and testing them and making moving toys using off-set cams to produce a range of movements. All of the products work well and are of good quality.
- 118 No overall judgement on teaching can be made as only one design and technology lesson was observed during the period of the inspection. However, displays, scrutiny of pupils’ work and discussions demonstrate that the scheme of work and enthusiasm and skill of the co-ordinator have maintained and in some respects improved standards and most of the staff have good confidence and expertise in this area. The finished products available indicate that teachers expect high standards.
- 119 The planned curriculum provides for design and technology units of work which ensure appropriate coverage of the national curriculum. The co-ordinator has good subject knowledge and understanding and has worked hard to support developments.

GEOGRAPHY

- 120 No lessons were observed during the week of the inspection. Evidence therefore includes an analysis of pupils’ past and present work, teachers’ plans and discussions with them. Photographs showing previous work were also made available. From this it is clear that standards are close to those expected nationally. Pupils’ learning, including those with special educational needs, is sound as they develop their geographical skills, knowledge and understanding. Standards and progress are similar to those reported during the previous inspection.
- 121 At Key Stage 1 pupils have satisfactory recall of subject knowledge and the skills involved. Year 1 pupils know how to carry out simple mapping and describe their route to school, mentioning types of houses and street furniture. They understand the effects that weather and temperature variations have on the types of clothes which people wear. They have satisfactory knowledge of the differences between human and physical features such as shops, houses, rivers and hills. Pupils in Year 2 have studied the Mexican village of Tocuaro and during research and discussions they compare conditions such as employment, food, recreation and schooling with their own village of South Wingfield. They do this well. They discuss both attractive and unattractive features in their own neighbourhood and given reasons for their opinions.
- 122 At Key Stage 2 pupils continue to develop their mapping skills with some pupils using grid references. In their work on landscapes they distinguish accurately between highlands and lowlands on a physical map. Pupils in Years 3 and 4 identify features on an Ordnance Survey map of South Wingfield. Comparing the region of Chembakoli in southern India with their own area develops pupils’ understanding of how climatic conditions influence ways of life and types of industry. In Years 5 and 6 pupils identify major conurbations on a map of the British Isles. Their knowledge of other parts of the world is developed soundly by studying the tropical, temperate and polar regions. In their project on water usage they gain sound knowledge of how aid agencies develop effective water systems in arid countries such as Tanzania. There is relatively little completed written work.

- 123 Pupils speak knowledgeably and enthusiastically about the work they have done. Their attitudes to the subject are positive.
- 124 The co-ordinator is a keen advocate of the subject and works hard to promote it. The policy and scheme of work are useful guidance for the staff. Procedures for assessing and recording pupils' work are still in the initial stages. Resources are adequate and are easily accessible to both pupils and teachers.

HISTORY

- 125 Pupils at the age of seven reach good standards and at eleven reach standards of which are appropriate for their age. Pupils show good levels of knowledge of the features of periods they have studied for example when comparing different periods in history and all periods with the present. Standards have been maintained since the last inspection.
- 126 Pupils in Years 1 and 2 develop a good sense of chronology as they compare things from the past with their current day equivalent. For example the pupils in Year 1 are currently investigating a range of toys from the early and mid part of the twentieth century and comparing these with their own toys. They have also been on a visit to a museum to see old toys and this has helped their understanding of then and now. Some of the pupils understand that the appearance of the toys is different because many of the materials used are now different. Older pupils in Key Stage 1 have good knowledge about the main events of the twentieth century. They know about events in the lives of their own families and have recorded the births of the Royal Family and some important events on a time line.
- 127 The pupils in Year 2 have gained a very good understanding of social history through their study of holidays in different times. They have compared the clothes worn on the beach and the habits of modesty and social conventions of a different period. They talk about the work that they undertook with good knowledge of detail. They have also completed linked work about the sequence of events when preparing for a holiday. This has given them a good understanding that events happen on different timescales. The presentation of work is appropriate.
- 128 Work in history at Key Stage 2 is very detailed and pupils have a good knowledge of the topics studied. However, their work is not particularly well presented or illustrated and too many elements of their work are unfinished. This is the main weakness in this subject. This is a pity as many of the ideas for individual investigation are good. Some of the pupils show that they can use a range of technological sources well to seek information about the topic of their choice, for example, Dr Barnardo. During Key Stage 2, pupils study a good range of history topics including the Vikings, The Romans, the Tudors, the Victorians and aspects of the twentieth century. In their recent study of the Second World War, pupils have researched and recorded many aspects of life at the time. They have described interviews with a female munitions worker well and have gained a good knowledge of how the war affected the lives of women. They have also written from the point of view of an evacuee, empathising well with the situation in which they found themselves. In the best examples of pupils' work, good literacy skills are used, for example clearly expressing what they perceive to be the contrasting emotions of excitement and loneliness felt by a child evacuee.
- 129 In the lessons observed, the quality of teaching was always at least satisfactory and in one lesson it was very good. Teachers are generally knowledgeable and

enthusiastic about history and they are developing an effective skills based approach to teaching, with pupils learning how to set up their own historical learning. In a very good lesson seen, the teacher involved the class in planning research work by conducting an audit of their current knowledge of social history from the end of the war to the 1990s. Almost all of the pupils showed that they understood the concept of change over time well and that they could spot changes from reference material within a single decade. They use terms such as decade and century well. They were encouraged to relate changes in a decade to changes in their own lifetime. This very good teaching motivated and involved the pupils. The lessons seen were well structured and there were clear learning targets. Teachers provide useful, though sometimes limited, resources to stimulate enquiry. Teachers have a good rapport with their classes and pupils respond well.

- 130 The planned two-year cycle of topics ensures good coverage of the national curriculum. The co-ordinator does not formally monitor work but discusses the subject with the other teachers. This does not facilitate targeted improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 131 The good standards throughout the school noted at the last inspection have been maintained and, as the subject has developed, improvements have been made to keep pace. The school has a good development plan for the subject which it is following to ensure that all necessary improvements are made as the curriculum extends.
- 132 Despite the shortage of space, good use is made of the existing computers thanks to the efforts of the staff. Computers which are usually located elsewhere, are taken to the hall when classes have ICT lessons and this means that 6 machines can be located together and the whole class can be instructed and supported. The teachers and other adults give good specific and focused support. This was seen when the youngest pupils were creating pictograms to represent a survey of the flowers in a garden. They were taught directly to use the program and then offered support whilst they used it independently. They made good gains in skills.
- 133 Older pupils in Key Stage 1 are similarly given very clear instructions about representing their ideas using an art program and in particular they are taught to fill the background areas with colours of their choice. This new skill was very rapidly picked up both from the clear instructions which the teacher gave and from the arrangement of the pupils so that they could support each other. Pupils are appropriately critical of their own efforts.
- 134 The quality of teaching is good and often very good at both key stages. In a very good lesson focusing on control aspects of ICT, the teacher planned very well to split the class and taught half of the class whilst the other half were very busily engaged on their design and technology work. Planning indicates that the groups later swap, thus ensuring equality of provision. In this instance, the teacher has very good knowledge of the programs which are being used and is therefore able to both teach and support the pupils well as they experiment, writing successful instructions to operate circuits on the face of a clown.
- 135 The pupils make very good gains in their understanding of ICT. By being allowed to experiment and change the control program which they have written, they learn the importance of pause and stop commands as well as active commands. They edit their work with a good degree of thought and skill, to create particular effects.

- 136 The oldest pupils show a very good level of understanding of work with computers. For example, when the program 'crashed' the pupils knew how to get to a close down sequence and knew that if closed properly, the auto recovery feature of the program would give them a recent version of their completed work.
- 137 The pupils throughout the school are confident in their use of computers. When they do not know specifically how to complete an operation, they apply what they already know and make an informed guess in order to progress.
- 138 Skills are particularly high in using control-based programs, in word processing and in some aspects of publishing. They have less experience, though they are competent in data handling, due in part to the types of resources and equipment which are available to them.
- 139 The subject is very well led and managed. The school is well aware of the need to purchase better quality computers and has plans to do so.

MUSIC

- 140 Standards of attainment at the last inspection were good in Key Stage 1 and sound in Key Stage 2. During this inspection standards of attainment and progress remain good in Key Stage 1 and satisfactory in Key Stage 2 with examples of good attainment and progress at the end of the key stage.
- 141 Provision for instrumental work has improved and all pupils have the opportunity to play a recorder. Wind and brass teachers visit the school to offer tuition for interested pupils. For major school concerts a choir is formed and pupils thoroughly enjoy participating in this activity.
- 142 In Key Stage 1, pupils have a good sense of rhythm, they repeat and follow given patterns accurately, keep together in rhythmic clapping games and show enthusiasm and energy in this work. Pupils use un-tuned percussion well and they understand how to make different sounds, using and handling instruments carefully, creating short patterns of their own and confidently performing these for their peers. Teachers present the work well and the lessons move quickly, keeping pupils interested. Praise and encouragement give pupils motivation to concentrate and to do well. By the age of seven pupils enjoy singing, approaching it with enthusiasm and vigour. Singing is tuneful and pupils know they must have good posture and breathe well as they sing and they show this when singing. Teachers present a variety of songs which appeal to the pupils' sense of rhythm and create positive responses. Many songs are known by heart and teachers make good use of teaching words to include literacy skills in the lesson. Younger pupils are encouraged to sing at various points of the day and they see singing as a pleasurable activity and join in happily with growing accuracy. Pupils identify high and low sounds well and they understand the difference between fast and slow and loud and soft. The majority of pupils are developing good listening skills and is keen to answer questions about what they hear.
- 143 At Key Stage 2 singing is tuneful and accurate and whole school singing in assembly is satisfactory, accompanied by guitar or CD, since there is no pianist in the school. Pupils posture for singing is satisfactory many stand straight and breathe well. At the beginning of the key stage, pupils experience a range of music from other cultures and they follow patterns and rhythms fairly well. Teaching is positive and structured, following the commercial scheme and pupils respond enthusiastically. However, the

teachers' lack of subject specific knowledge results in incorrect facts regarding notation and time values being taught and resources used in the lesson not being appropriate for the task, thus restricting learning opportunities. Pupils are keen to sing but they cannot recall words and stumble over the song, because the words are not readily at hand and have to be remembered.

- 144 By the end of the key stage pupils identify a good range of orchestral instruments and families and describe how they are played. In practical music sessions, pupils create and perform a variety of patterns and rhythmical phrases, some from other cultures. Pupils work well in groups developing musical ideas, patterns and phrases following clear and relevant instructions. Due to the encouragement and praise from the teacher, all pupils perform their work confidently to peers. Pupils study the music of Beethoven and they have a good knowledge of the composer's life and the style of his work, using good musical vocabulary in their answers. The good subject knowledge of the teacher and her clear enjoyment for teaching it, maintains the pupils' interest as she enlarges answers to their questions and uses her voice to sing excerpts from the music. By the end of the key stage, pupils' musical vocabulary is good and includes knowledge of Italian terminology. They compose and perform, making use of graphic scores; many pupils have a basic understanding of simple notation, and accompany their compositions with both tuned and un-tuned instruments. There is very little written work in music.
- 145 The co-ordinator is helpful to colleagues and offers advice and guidance on content and delivery of the commercially produced scheme. The co-ordinator does not monitor standards of achievement or teaching, however these areas are included in the school plan for implementation for 2001. Resources are well stored, labelled and accessible. They are adequate to support delivery of the curriculum and are used well.

PHYSICAL EDUCATION

- 146 During the inspection the focus was mainly on ball skills, gymnastics and athletics. Three lessons were observed. Other evidence included discussions with pupils, teachers and the subject co-ordinator as well as an analysis of planning. In the previous inspection report attainment was deemed satisfactory at the end of both key stages, which is the same as the judgement of this inspection.
- 147 The lessons observed commenced and concluded with appropriate warm-up and cool-down exercises. Pupils, especially in Key Stage 2, know the importance of these activities in relation to heartbeat and breathing. In Key Stage 1, pupils display imaginative ideas in movement as they travel around the hall, changing shape, speed and direction. In a Year 2 gymnastics lesson, pupils showed sound control on take-off and landing while mounting and dismounting apparatus. More talented pupils added poise and tension as extra dimensions. All pupils executed a variety of balances, stretches and movements satisfactorily, linking them effectively to a short routine.
- 148 In Key Stage 2 pupils demonstrate good techniques while running and jumping. They are beginning to measure, compare and improve their performance. In a Year 6 lesson, for instance, pupils advised their group about the importance of bending knees and use of arms for thrust in a two-footed take-off. In the same lesson on elongated and block sprint starts, a minority of pupils commented knowledgeably on knee-lift, posture and cadence during performance. Pupils are becoming more aware of the importance of pace and accuracy as they develop batting, kicking, passing and catching skills. Such examples were noted in a Year 4 lesson where pupils also

enhanced hand-eye co-ordination during adapted rounders and kick ball games. In these adapted games, for example tag rugby, pupils are beginning to develop skills such as feinting and side-stepping to avoid being 'tackled' (tagged) by opponents. Their games skills develop well. Pupils' learning in swimming is good and by the time they are 11 the vast majority swims the desired 25 metres with many swimming 400 metres or more.

- 149 Pupils enjoy physical activities and adopt a positive and enthusiastic approach. They work energetically and are keen to succeed. By Year 6 both boys and girls know the basic rules of rugby, football and netball. Pupils listen to instructions attentively and co-operate well in group activities. They respect and value the efforts of others by offering supporting comments.
- 150 Overall the quality of teaching is good, ranging from satisfactory to good. Teachers have a good knowledge of the subject and the use of visiting sporting professionals further enhances the quality of teaching. Their expectations are high and lessons proceed at a brisk pace from the beginning of the warm-up sessions. The planned work indicates clear progression and lesson objectives are matched well to individual needs. Health and safety features are observed and teachers challenge pupils to concentrate and produce their best performance. Pupils are praised and given feedback which moves learning on well.
- 151 The school places strong emphasis on developing physical activity, healthy life-styles and positive attitudes. The subject is managed and organised well and the co-ordinator is highly qualified and enthusiastic. She is supported by a team of teachers who are willing to devote time to promoting a good range of teams and clubs and this further improves provision and the progress which most pupils make. School teams take part in inter-school competitions for football and athletics. They emerge frequently as winners. To enhance further development the whole staff has taken part in the 'Top Sport' training. The provision of resources is sound and used well, but the accommodation for gymnastics, especially at Key Stage 2 is less than adequate.

RELIGIOUS EDUCATION

- 152 Standards of attainment at the last inspection were found to be good overall at the end of both key stages. During this inspection, insufficient lessons were seen in Key Stage 1 to make a judgement on teaching. From evidence in pupils' books, standards of attainment are satisfactory.
- 153 In Key Stage 2 standards of teaching and attainment are good. All pupils make progress and achieve according to their ability, including those with special educational needs.
- 154 The subject contributes to pupils' spiritual and cultural development by widening their appreciation of beliefs in their own religion and in the religions of others. Older pupils are encouraged to reflect on their own beliefs and values in the light of the work they are discussing in their lessons. Assemblies are thoughtful and reflective and provide opportunities for pupils to share ideas and present aspects of the Christian faith in an interesting way.
- 155 At Key Stage 1, evidence in work and discussion with pupils indicates satisfactory standards. Pupils know some significant facts and are developing a secure knowledge about the Christian and Jewish religions. They know about sacred books

and that there are different places of worship for followers of these religions. Written work has a variety of descriptive, informational and reflective writing, some of which is of a good standard. There is, however, a limited amount of written work to show subject coverage over two terms and pupils' general discussion of subjects covered does not suggest that considerable time has been spent in discussion.

- 156 At Key Stage 2 pupils have a broad understanding of Christianity, Judaism and Islam. At the beginning of the key stage pupils make steady gains to their knowledge of religions. They hear about baptism and their interest is livened by the discussion which improves their understanding of this sacrament. They know where followers of each religion meet to worship and they describe the main features of places of worship. They name and describe some main festivals in major religions. Pupils relate to and discuss stories from Old and New Testament literature and discuss the meaning of the stories and the effect they have on the lives of people. Pupils are learning about key figures in different religions and the importance these figures have to their religions.
- 157 Teaching is positive, sensitive and moves at a good pace, presenting the beliefs of the Muslim faith in a positive and informative way, including pupils' ideas and eliciting thoughtful and interested responses from well behaved pupils. Pupils visit the local church and nearby mosque to experience first hand the ideas and practices of those involved in religious faiths in their wider community. This encourages them to develop a respectful understanding of those who hold religious beliefs and practices important.
- 158 The co-ordinator does not monitor standards or teaching and this is identified as an area for improvement in the school development plan in 2002. Resources in this subject are limited but are organised and used effectively.