

INSPECTION REPORT

**ECKINGTON CAMM'S ENDOWED C.E.
PRIMARY SCHOOL**

Sheffield

LEA area: Derbyshire

Unique reference number: 112882

Headteacher: Mrs. A. Caulton

Reporting inspector: Mrs.R.Andrew
21460

Dates of inspection: 26 February – 2 March 2001

Inspection number: 192953

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Camm's Close Castle Hill Eckington Sheffield Derbyshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. Peter Elliott
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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1112	Peter Oldfield	Lay inspector		How high are standards? b) 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?
19916	Deborah Kerr	Team inspector	The foundation stage	How good are curricular and other opportunities?
23583	Peter Kerr	Team inspector	Science Design and technology Geography	
19041	Roger Linstead	Team inspector	English Art and design Music Physical education Special educational needs Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Camm's Endowed Church of England School is a voluntary-aided primary school, admitting boys and girls aged three to eleven. Numbers have risen over recent years and there are now 242 full-time equivalent pupils on roll. This is about average for primary schools nationally. Fifty-four of these pupils are under six and attend the nursery on a part-time basis or full-time in the reception class. Both these classes cater exclusively for pupils of this age. Pupils are drawn from a wide range of backgrounds both in the immediate area and further afield. A small minority attend the school from outside the catchment area as a result of parental choice. Only a few pupils (1.6 per cent) are from ethnic minority backgrounds and all of them speak English as a first language. Following closures in the coal mining industry there is considerable unemployment in the area. The proportion of pupils eligible for free school meals (19.9 per cent) is just above average. Attainment on entry to the reception class is broadly average but there is considerable variation from year to year. This contributes to differences in test results from one year to the next. The proportion of pupils on the school's register of special educational needs is 13 per cent. This is below average but the proportion is as much as a quarter in some classes. These pupils have physical impairment, learning, or behavioural difficulties. Only two pupils have statements of special educational needs.

HOW GOOD THE SCHOOL IS

This is a good school. It is very well led and committed to further improvement. The quality of teaching is good overall and ensures pupils make good progress. Pupils are keen to learn. The school uses its resources well and provides good value for money.

What the school does well

- The headteacher has a clear vision for improving the school and has set up effective procedures to move the school forward.
- The whole staff shares a strong commitment to raising standards through effective teamwork.
- Teaching is lively and interesting and promotes effective learning.
- Pupils have an enthusiasm for school.
- The school develops pupils' reading skills well.
- Children make a good start in the nursery.
- The provision for special educational needs ensures that pupils make good progress.
- The school prepares pupils well for secondary school.

What could be improved

- Standards in information and computer technology throughout the school.
- Provision for purposeful play, both indoors and outdoors, in the reception class.
- Planning for the two-year programme in subjects other than English and mathematics to ensure that all pupils make the best possible progress.
- Aspects of the accommodation.

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 March 1997. Since that time there has been substantial improvement in many areas of its work. The picture painted in the last inspection report was one of a school where teaching was often ineffective as pupils' behaviour was not conducive to learning, management was not strong enough to bring about the necessary change, the curriculum lacked structure and standards were low. People who have known the school well over many years as governors, parents or staff talk about a "transformation" since the last inspection. In terms of improvement on the key issues and in terms of overall performance inspection findings confirm this. The quality of teaching has improved substantially, learning is more interesting, pupils respond with enthusiasm and standards have risen as a consequence. The key to all this is the quality of the leadership and the determination of the staff to raise standards. All the key issues from the last inspection have been addressed well. However, the school has not kept up with developments in information and communication technology. Plans are well advanced to participate in the next round of the National Grid for Learning project. There is no evidence of complacency, indeed there is a shared view that more needs to be done. The school's capacity to continue improving is strong.

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	C	D
Science	E	E	C	C

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

The table above indicates that standards achieved by eleven-year-olds are broadly average in comparison with most schools. When compared with other similar schools standards are average in English and science but below average in mathematics. The proportion of pupils attaining the higher Level 5 in the mathematics tests was slightly lower than in other similar schools and accounted for the unfavourable comparison. The E* shown for 1998 and 1999 indicates that the school's results were in the lowest five per cent nationally. There has been a substantial improvement since then. Inspection evidence indicates that standards in all three subjects are broadly average and that reading standards are higher than in most schools. The good teaching of reading and the many ways in which the school promotes reading contribute to these standards. Standards have improved more than in most schools nationally. The school has set realistic and challenging targets based on a careful assessment of pupils' earlier learning. These are set to continue an overall improving trend over the next few years. The school is well placed to achieve them. An analysis of pupils' progress over time indicates that this is good. During the inspection pupils achieved good standards in many lessons. Last year's test results show that standards achieved by seven-year-olds remain below average except in reading. Inspection evidence indicates that standards in writing have improved but standards in mathematics are still below average. The current Year 2 class has a higher than average proportion of pupils with special educational needs and this affects overall standards in this class. Pupils' achievements are sound. Standards in information and communication technology (ICT) are below average at both key stages. There are too few opportunities for pupils to use computers or to learn new skills. ICT is a priority for improvement in the coming year. The school will take part in the next round of the National Grid for Learning, upgrading resources and providing opportunities for teachers to improve their skills. Standards in all other subjects are similar to those found in most schools. Pupils' map reading skills and their interpretation of history are good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school. They are keen to do well and take their work seriously. They take advantage of the opportunities the school provides out of school hours, whether these are to improve their school work or are for interest.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. There was no evidence during the inspection to support parents' views about poor behaviour at lunchtimes.
Personal development and relationships	Pupils willingly take on responsibilities to contribute to the life of the school. They show increasing independence. Relationships are good. Teachers set good examples.
Attendance	Although figures indicate that attendance is below average, most of this is caused by the school's strong stance on punctuality. All lateness is

	recorded as unauthorised absence.
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TEACHING AND LEARNING

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

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

The quality of teaching is good overall. During the inspection all the teaching observed was satisfactory or better. Half the teaching was good and a quarter very good. The quality of teaching has improved substantially since the last inspection and is contributing strongly to rising standards. The teaching of English and mathematics is good overall and often very good at Key Stage 2. Basic skills, particularly reading and number skills, are taught thoroughly so that pupils achieve above average standards in reading and calculate well. Teachers make lessons interesting so that pupils become enthusiastic learners. The work in English is particularly well matched to the needs of individuals and groups and this supports good progress. Investigative aspects of science are now taught well and pupils are becoming increasingly skilled in predicting outcomes, describing what they observe and explaining their findings. Their learning benefits from good opportunities to collaborate and plan their own work, for example in design and technology and physical education. Teachers do not provide enough opportunities for pupils to improve their computer skills. There is a good level of challenge in many lessons so that pupils work hard. In a few lessons all pupils start by doing the same work. Some pupils find the work to easy and others find it to difficult and progress is hindered. Pupils with special educational needs receive good support to meet their targets in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant to the interests of the pupils. The school's recent improvements to subject planning provide a thorough coverage of all the requirements of the modified National Curriculum. Some further changes are needed to ensure that all the pupils make the best possible progress. Not enough time is currently given to ICT. Indoor play lacks purpose in the reception class.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. Individual education plans provide achievable targets and help pupils to make good progress. Pupils receive good support from education care staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good overall. The curriculum provides good opportunities for pupils to consider important issues, to learn about how their actions affect others and to understand their responsibilities. They learn to work and play together in a spirit of co-operation. Studies in history, geography, art and music contribute to cultural development. Opportunities are sometimes missed to consider the diversity of cultural life in Britain today.
How well the school cares for its pupils	The school takes good care of its pupils. Child protection procedures are tight and there are good systems for ensuring the safety and welfare of the pupils. Academic progress and personal development are monitored carefully.

The school works well with parents to promote pupils' well-being and progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well. She has a clear view about how the school needs to improve and has introduced systems to ensure that progress towards the school's targets is effective. She is well supported by key staff.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. There is a good balance of experience and expertise on the governing body. Committees are effective. Governors support the school well and are increasingly involved in decision making.
The school's evaluation of its performance	This has developed strongly. There is now a wealth of information available so that the school can assess the success of its developments. Teachers and governors use the information well to decide what works well and where improvements still need to be made.
The strategic use of resources	The school exercises prudence in using the financial and other resources available to it. It is careful to apply the principles of best value when making spending decisions.

The design of the building causes problems for some classes. Pupils are distracted by noise or by pupils passing through. There is no provision for outdoor play in the reception class and resources for indoor play are unsatisfactory. The playground is small for the number of pupils using it at lunchtime. Resources for ICT and for history are inadequate to meet the needs of the curriculum. Support staff are deployed well, especially to help lower-attaining pupils and those with special educational needs in English and mathematics. Some classes are large and this support is not always available for these subjects. This hinders progress.

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 like school. • Children make good progress. • The teaching is good. • The school expects children to work hard and do their best. • The school is well led and managed. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • Children's behaviour, especially at lunchtime. • The setting of homework. • The information provided about how children are getting on. • Working more closely with parents.

The inspection team agrees with parents' positive views of the school. Pupils' behaviour was good during the week of the inspection. The school has responded to parents' concerns by appointing a play leader to develop playground games at lunchtimes. This has been successful in ensuring that children are more purposefully occupied. Parents are divided in their views about homework but most concerns are about variations between classes in what is expected. Inspection findings support this view. The school is reviewing its policy. The school does as much as can be reasonably expected to keep parents informed of their children's progress. It is not clear why a small minority of parents feels the school could work more closely with them. Parents at the meeting and those interviewed during the inspection week did not support this view. Inspection evidence indicates a good working partnership.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of National Curriculum tests for eleven-year-olds in 2000 show that standards were:-
 - in line with the national average in English, mathematics and science;
 - average in English and science but below average in mathematics in comparison with similar schools.
2. The number of pupils attaining the higher Level 5 in mathematics was slightly lower than in other similar schools and accounted for the unfavourable comparison.
3. Although results indicate that there have been differences in the attainment of boys and girls over the last four years, these are unreliable, as year groups are relatively small. There was no evidence from the inspection of differences in attainment.
4. The school's results are improving at a faster rate than national results. There have been substantial improvements in all three subjects over the last four years from a low base. Pupils respond well to the emphasis teachers place on raising achievement and the challenging tasks they plan. Comparative information indicates that pupils made above average progress from the end of Key Stage 1 to the end of Key Stage 2.
5. The findings of the inspection indicate that standards in English, mathematics and science are broadly average, as indicated by test results. Standards in reading are better than in most schools. This has been brought about by significant improvements in the quality of teaching and a transformation in the climate for learning. Pupils' achievements are good.
6. The school has set realistic and challenging targets for the year 2000, based on detailed evidence of what pupils know and can do. Targets are likely to be met.
7. In English, pupils in Year 6 listen carefully to teachers' explanations of new learning and ask and answer questions thoughtfully. They explain their work clearly when asked. They contribute well to class discussions. The many ways in which the school encourages reading leads to confidence and enjoyment. Pupils read fluently and expressively, discuss their likes and dislikes and draw on the text to provide examples. They use their library skills competently to find information. Higher-attaining pupils are developing a wide vocabulary and use it effectively when speaking and in their written work. The school's current focus on writing has raised standards and pupils write fluently and effectively in a range of forms and to record their ideas in many subjects. Higher-attaining pupils develop a lively style. However, standards of spelling and punctuation especially among average and lower-attaining pupils could be better.
8. In mathematics, pupils in Year 6 work confidently with large numbers, use a range of skills to calculate mentally, interpret a range of graphs and charts with understanding and demonstrate a competence in drawing and comparing shapes. Higher-attaining pupils are beginning to use formulae to simplify problem solving. Lower attaining pupils have gained a lot of confidence from the booster classes and are much more ready to try different approaches and to consider whether answers are sensible.
9. In science, pupils in Year 6 have a good knowledge of the human body, plants, solids, liquids and gases. They develop a thorough understanding as much of the work is based on investigations carried out by the pupils themselves. This enables higher-attaining pupils to achieve well, for example, through explaining as well as describing their findings. Lower-attaining pupils, although making steady progress in the knowledge aspect of science, find the investigative work difficult and do not always manage to record their findings accurately.

10. The results of National Curriculum tests for seven-year-olds in 2000 show that standards were:-
 - above the national average in reading, below the national average in mathematics and well below the national average in writing;
 - above average in reading, below average in mathematics and well below average in writing in comparison with similar schools.
11. The findings of the inspection indicate that the high priority the school has attached to improving the quality of writing this year has improved standards and these are now broadly average at Key Stage 1. Standards in mathematics remain below average. There are a higher than usual proportion of pupils with special educational needs in the class, as last year, and this is likely to depress results. Standards in reading are broadly average and results are likely to be lower than last year for the same reason. Most pupils are achieving as well as can be expected.
12. Seven-year-olds speak clearly about things that interest them. They ask confidently when they need further explanation. When they read, seven-year-olds know how to sound out words that are unfamiliar. They talk with interest and understanding about the stories they read. The confidence and skills of lower attaining pupils are boosted through the extra support they are given, by teachers, education welfare officers and adult volunteers. The good progress of many pupils is closely linked to the help they are given at home. Nearly all seven-year-olds write well enough to communicate their ideas in stories and reports of what they have done and higher- attaining pupils choose adventurous vocabulary to describe what they see. Most pupils write instructions in the correct order. Lower-attaining pupils often forget capital letters and full stops and their writing is not always well spaced.
13. In mathematics, most seven-year-olds add and subtract numbers to 20 or more and know some useful number facts, for example which numbers go together to make 10 and which are odd and which are even. They use their knowledge to develop a good range of ways of calculating. Higher-attaining pupils apply their knowledge to calculations with bigger numbers but most pupils still need to use prompts, for example number squares, to do this. Most pupils work accurately with a range of measures and money.
14. In science, most seven-year-olds predict what might happen when they investigate and they describe their observations well. They understand that pushes and pulls are forces and relate these to the way objects can be moved. They have a good knowledge of animals and insects and how to group them. Higher-attaining pupils make detailed comparisons of animals that are very similar.
15. Standards for both seven and eleven-year-olds are below average in ICT. There are too few opportunities for pupils to learn new skills, especially in control technology, using sensors, investigating simulations and using electronic mail and research facilities. Computers are not used routinely to support the work in any subject. A lack of software is also hindering progress. The school is aware of its shortcomings in ICT and there are detailed plans to remedy them in the coming year through participation in the next round of the National Grid for Learning project.
16. In all other subjects standards are broadly average at both key stages. There is some good achievement at both key stages in scientific investigation. At Key Stage 2, mapping skills are developed well in geography and pupils use evidence well to support their views in history.
17. Children enter the nursery with levels of attainment that are broadly average across the areas of learning. Their personal and social development, creative development, knowledge and understanding of the world and number skills in particular are fostered well in the nursery. There are fewer opportunities for personal and social development offered in the reception class but in general children make steady progress and achieve the targets set for them in the Foundation Stage curriculum. Children's mathematical understanding develops very well in the nursery and the basic skills of literacy and numeracy are taught systematically in reception, ensuring children make steady progress in these areas. Opportunities for children to find out through first hand experience are limited in the reception class and progress in some areas of development, particularly creative development, is slower than it should be. Nevertheless, because of the good start made in the nursery most children are well on course to meet the targets set for them by the time they are six.

Pupils' attitudes, values and personal development

18. Pupils have very good attitudes to school. They arrive with enthusiastic anticipation in the mornings. They talk with interest about their work and about the opportunities that the school provides for clubs and out of school activities. They are pleased to show what they can do. They expect lessons to be interesting and they are not often disappointed. They particularly enjoy practical tasks and lessons, where they are physically as well as mentally active, for example investigative work in science, making things in design and technology, mental mathematics, and dance. The last report showed that pupils' attitudes to work varied considerably and that the behaviour of a significant proportion of pupils prevented satisfactory learning from taking place. Pupils' approach to school and their behaviour have been transformed.
19. Behaviour is good. Pupils move about the school carefully, negotiating the many steps sensibly. At lunchtimes older pupils wait patiently for younger pupils to leave the dining area before they enter. Pupils are particularly thoughtful when they find it necessary to pass through a classroom to access other parts of the building. They try not to interrupt the lesson although this is difficult when whole classes pass through. Older pupils act as cloakroom monitors and help younger pupils to put on outdoor clothes at playtimes. There are many other opportunities to contribute to school life and pupils take these on willingly.
20. Behaviour in lessons is good. Pupils respond well to teachers' high expectations. They understand the school's behaviour policy and work hard for house points and merit stickers. When they misbehave, they accept sanctions, as these are applied consistently and fairly. A few pupils with special educational needs demonstrate challenging behaviour. They, too, try hard to respond to what they know is expected but do not always succeed. They are making steady progress towards their targets for improved behaviour. Other pupils treat them with patient understanding most of the time. No intimidating or oppressive behaviour was observed during the inspection. There have been no exclusions in the last two years.
21. Pupils respect others' views and feelings and play happily together. In lessons, pupils were seen to share equipment, work well in a group and support each other. They become increasingly independent in organising tasks. They listen well and allow others to express their views. They respect property and help to keep the building free of litter and damage.
22. Some parents feel that behaviour at lunchtimes is unsatisfactory. There was no evidence during the inspection to support this view. Pupils were well looked after and supervisors were seen to help pupils cut up food, pull off tops and peel fruit in packed lunches, as well as helping younger pupils to negotiate the steps leading from the servery to the dining hall. Outdoor play at lunchtimes has been improved by the appointment of a play leader, who organises constructive play and initiates games. Pupils played well under this closer supervision but the play area is small for the number of pupils who use it and this reduces the potential for dividing up the space for different ages or interests.
23. Very young pupils feel secure and welcome in the caring atmosphere when they first start school. Parents are encouraged to help them to settle. Children in the nursery display very positive attitudes. They get on with activities quickly and confidently because classroom routines are well established by the teachers and the nursery nurse. They take turns and share toys and equipment, and play together sensibly. Children in reception show interest in their work in sessions led by adults, but lose concentration when left to their own devices for too long.
24. Adults in the school set good examples of care and consideration and pupils like them. They learn from this example and treat each other fairly. The school values the contribution which pupils can offer and have recently invited representatives from junior classes to meet the head-teacher to share views about school life and to discuss improvements. They have responded well and show a growing maturity. Relationships in the school are good.
25. Attendance levels are slightly below the national average caused, in the main, by the strong stance of the school regarding lateness. Should a pupil arrive a few minutes after the register has been taken, this is recorded as unauthorised absence. This is a correct interpretation of the requirements. This policy aims to encourage a prompt and purposeful start to the school day and meet the need to adhere to a full allocation of recommended time for literacy and numeracy

initiatives. A few pupils are regularly late, in spite of the school's best efforts. As well as making the school's attendance record appear unsatisfactory, these pupils miss valuable teaching and learning time.

HOW WELL ARE PUPILS TAUGHT?

26. The quality of teaching and learning is good overall. There is little variation in quality in different key stages although the highest proportion of very good lessons observed was in Key Stage 2. The quality of teaching contributes to the good gains in learning and good progress observed in the majority of lessons. Of the lessons observed during the inspection around a quarter were satisfactory, half were good and a quarter very good. This is a substantial improvement since the last inspection when 17 per cent of the lessons observed were unsatisfactory, especially at Key Stage 2 and a significant minority of pupils were described as uncooperative and prevented progress from taking place in lessons. The transformation in the learning culture in the school, where pupils show enthusiasm for their work and often an excitement in learning is largely attributable to the quality of teaching now found in the school and teachers' high expectations. It is beginning to show in good levels of achievement in lessons and completed work and in higher standards, especially at Key Stage 2.
27. The teaching of the core subjects of English, mathematics and science is good at both key stages, often very good at Key Stage 2 in English and mathematics. Improvements in these two subjects have been a priority in the last few years and the school's efforts have been rewarded. Teachers have good knowledge and understanding of the subjects they teach. Basic skills of literacy and numeracy are taught well, particularly reading and number so that pupils make good gains in skills and knowledge. For example, in Year 2 they learn to use a range of skills to tackle unfamiliar words, sounding out letters, breaking the word up into smaller parts and using the meaning of the sentence to anticipate what the word might be. In mathematics pupils learn to consider several ways of calculating before deciding which is the quickest so that in Year 3 for example they use their knowledge of doubles, multiples and recall of number facts and tables. Pupils' understanding of number patterns and relationships develops further when teachers ask pupils to explain how they arrived at an answer or suggest a different approach. There has been a big improvement in the teaching of investigative and experimental skills in science and pupils now show a developing confidence in predicting what might happen, carrying out tests, explaining results and recording these systematically. There is a good level of challenge in many lessons, so that pupils work hard, concentrate well and make good progress.
28. The teaching of ICT observed was satisfactory but the small amount of work retained indicates that teachers and pupils use computers too infrequently to develop skills to a satisfactory level. There are difficulties in teaching skills to a large group as the computer suite is so small. This leads to a slow development of skills as each group needs to pass on new learning to another group or the teaching has to be repeated two or three times. A shortage of software limits the use that can be made of computers to support the work in different subjects. ICT is to be a priority in the coming year and as part of the National Grid for Learning project, resources are to be improved and teachers provided with additional training.
29. Where there is sufficient evidence to make judgements, the teaching of other subjects is at least sound. This is the case in music and design and technology. It is good in history and physical education. There are particular strengths within history at Key Stage 2, where pupils use their skills well to gain evidence from a number of sources, and within geography where pupils' mapping skills are developed well. There was insufficient evidence to make judgements about the quality of teaching overall in art and geography. Pupils' learning benefits from good opportunities to collaborate and organise their own work for example in design and technology and physical education.
30. Teachers plan their lessons well and generally vary the tasks for groups of different attainment, using what they know of pupils from tests, assessments and observations. This results in work that provides the right level of challenge and moves the learning on for all pupils. This is done particularly well in English. There are a few occasions where this does not work so well in mathematics, for example, when all pupils begin the same task at a similar level of difficulty. Higher-attaining pupils do not always have long enough to gain from the extension activities

provided as the initial lower-level tasks are time consuming. Lower-attaining pupils find the work too difficult when it is the same for all and there is no extra adult help in the classroom. On these occasions the progress of these groups suffers.

31. Teachers usually organise activities and manage pupils well so that the maximum amount of time is spent on productive teaching and learning and little on keeping order or giving instructions. Occasionally teachers ignore the early signs of a few pupils losing concentration and allow pupils to fidget, talk about things other than work or become distracted. In a few classes noise carries over from the next room where these are not enclosed or where classrooms are used as corridors for access to other parts of the school. Pupils generally cope with these distractions well but there are occasions when concentration is broken temporarily and the pace of lessons drops.
32. Teachers are skilled at asking questions that extend pupils' thinking and lead to work at a higher level. In history in Year 4, for example, the teacher's question "Why do you think that treasures were buried in the boat?" led pupils to make links with the work undertaken on ancient Egypt. Pupils used what they already knew to surmise that just as the pharaohs were thought to need beautiful things in the after-life it might be the same for the Saxon kings. Similarly in mathematics in Year 5 pupils' understanding of consecutive numbers was extended by a question which invited them to use their knowledge of odd and even numbers. In Year 6, the teacher's stimulating questions sustained concentration and improved pupils' persuasive writing skills.
33. Relationships between pupils and teachers are good throughout the school. This has a beneficial influence on the quality of pupils' learning and results in pupils who are attentive, prepared to work hard and keen to do well. They listen to others well because teachers value what they say. They work co-operatively with others when required to do so as they learn to respect others' ideas and views. Teachers act as good role models, for example where pupils make exceptional effort in lessons, teachers thank them for their hard work and point out how they have improved as a result.
34. Teachers work hard to provide tasks and activities that interest pupils, share their enthusiasm for learning with the pupils and hold their attention well. This was observed in many lessons, for example in Year 1 science lesson, a Year 2 dance lesson and a Year 3 English lesson. Pupils respond by being alert and anticipating that lessons will be interesting, answering question thoughtfully, asking questions of their own and sharing their ideas. They are often reluctant to stop work when the lesson ends.
35. Marking is undertaken conscientiously and particularly in Years 3, 4 and 5 contributes well to pupils' understanding of how they can improve. Teachers usually deal with misunderstandings and misconceptions in a positive way during lessons. This is done well in Years 1 and 6 for example so that pupils are not afraid to try out new ideas.
36. Homework is set and provides good opportunities for pupils to practise new skills. It is also used to encourage pupils to find out about something and at other times to complete work that was not finished in the lesson. Its frequency and regularity vary, however, and parents find this unhelpful. The school is reviewing its policy to ensure that pupils and parents are clearer about what is expected. A few parents are concerned about too much homework but it is not the intention of the school to overburden pupils.
37. The quality of teaching in the Foundation Stage is good overall with some very strong features noted in nursery sessions. Both the nursery teachers make very good provision for children's personal development. Routines are well established so that children can work and play purposefully alone and in small and large groups, selecting their activities and settling down to amusing themselves sensibly for extended periods of time. The experienced nursery nurse provides excellent support and her contribution makes a very positive impact on children's learning as she questions, supports and guides them through their activities. Teaching is sound in the reception class but opportunities for imaginative play are not structured carefully enough to ensure that children learn something from them.
38. The teaching of pupils with special educational needs is good. The skilled and experienced education care officers support pupils' learning well in those lessons where they are deployed; that is in many, but not all, English lessons and a few mathematics lessons. Pupils make better

progress where this help is provided. The work is usually carefully matched to their needs and leads to good progress towards the targets set for them in individual education plans.

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

39. Teachers have worked hard to put in place a broad and relevant curriculum that successfully meets the needs of primary aged pupils and fulfils what is required by law. This is a significant improvement since the last inspection, when subject planning was identified as an area of weakness. Teachers have used recently published national guidelines as a basis for subject planning. This has been done as a whole staff and ensures that subject co-ordinators know what is being taught in their subjects throughout the school. Care has been taken to link related activities and to provide good opportunities to teach personal, social and health education through subjects such as science. Continuing modifications are planned as each element is taught to take into account the opportunities provided by the local area for enrichment of particular aspects. The National Literacy and Numeracy Strategies have been successfully introduced and are contributing to rising standards in English and mathematics.
40. A two-year programme has been devised to allow teachers to plan together for two consecutive classes. This allows for work to be blocked on a half-termly plan. It ensures that all aspects are taught and sufficient time is allowed for in-depth study. There are some initial problems, however. There are insufficient guidelines in the planning to ensure that the older pupils in the two-year block of work cover the work in more detail or cover additional material. Currently both classes do the same work to a similar standard in some aspects of science, ICT, history and design and technology for example. This occasionally results in a lack of challenge for higher-attaining pupils and causes lower attaining pupils to struggle to keep up. Long lessons of two hours are planned to enable investigative work to be undertaken successfully. However, when investigative work is not planned, two hours is too long to hold pupils' interest and the pace of lessons and progress drop. The way that different subjects are divided up has resulted in over long intervals of time between blocks of work, for example, in art at Key Stage 1. The school, through its monitoring procedures has already identified some teething problems with the new arrangements and intends to adapt and modify them as the need arises.
41. There are many valuable opportunities for pupils to develop their literacy skills in English and in other subjects. Pupils use their research skills well to look up and record information for reference books, they write in a variety of forms, for example letters, factual accounts and comparisons to record their work. This contributes well to improving standards of reading and writing. Numeracy skills are not developed to the same extent in subjects other than mathematics. There are a few examples in pupils' completed work, for example, recording information from a traffic census in the form of a graph, but this does not contribute substantially to pupils' understanding of how mathematics can be applied. Similarly there are too few opportunities for pupils to use ICT to support the work in any subject. This is hampering the development of computer skills in particular.
42. The teachers in the Foundation Stage provide a practical and stimulating curriculum which is likely to enable children to achieve the Early Learning Goals by the time they are six. The range of activities provided in the nursery is particularly effective and well planned to ensure children make steady steps in progress. Teachers recognise that further improvements can be made by linking some activities to a theme to make them more relevant to other areas of learning. Where this has been done in the past, for example when the children celebrated the Chinese New Year, learning was more effective.
43. Provision for pupils with special educational needs is good. They are supported well in most English lessons and some mathematics lessons and this enables them to make good progress towards the targets set for them. All pupils enjoy equal access to the curriculum. The withdrawal of pupils from lessons, for example for special needs support or with reading partners is kept to a minimum and care is taken to ensure that they can resume the lesson successfully on their return. The school is aware of some differences in the attainment of boys and girls in the national tests. The progress of boys and girls and the extent of their contributions in class are being monitored.

44. The school makes good provision for extra-curricular activities and clubs. These contribute strongly to pupils' interest and develop confidence and skills well in music, English, mathematics, drama and ICT. Day and residential visits, for example to Eyam and Whitehall, provide further valuable opportunities to enrich pupils' learning and to develop their social skills.
45. There are very good links with the receiving secondary school. Teachers from the secondary school visit to ensure that they know the extent of the work being carried out in English, including drama, mathematics, science and the standards achieved by the pupils. Each year, special educational needs teachers share their knowledge of the pupils who will transfer. Students from the secondary school are involved with work experience in the primary school and there are productive links with secondary students doing physical education studies. The secondary headteacher and Year 7 teachers talk to parents about the school and pupils enjoy a "taster day". Secondary teachers put on summer school sessions where they work with pupils needing extra help. Parents are also involved so that they can support the transition process. These arrangements ensure that pupils are very well prepared for secondary transfer.
46. There are good links with the local community, for example with the church, the local police and elderly residents. The school gains from these, its supportive relationships with other primary schools in the area and from the local education authority support.
47. The previous report identified that the school's provision for spiritual, moral, social and cultural development is good. This has been maintained.
48. The school makes good provision for pupils' spiritual development, which extends beyond religious education and whole-school assemblies. The work in art, for example, provides opportunities for pupils to link the portrayal of light with descriptive passages from the Book of Revelation. Teachers exploit opportunities to provide moments of wonder such as in history, when pupils learn about the discovery of Saxon treasure at Sutton Hoo. Pupils begin to appreciate the value of their own efforts when teachers take time at the end of lessons to reflect on why lessons were successful.
49. Provision for pupils' moral development is strong. Assemblies include moral issues as part of a planned programme of themes. Older pupils take part in debates that provide opportunities to think about important issues such as capital punishment and younger pupils consider the effects of war in their history topics. A current display in the library area reminds pupils about the value of good relationships and the effect of their actions on others.
50. Provision for pupils' social development is good. Pupils are given opportunities to collaborate and organise their own tasks, for example on practical tasks in science, physical education and design and technology. There is a good range of opportunities for them to take on responsibility and contribute to the life of the school community. All adults in the school are good role models in the consideration that they show to others and the value that they attach to pupils' ideas and efforts. The caretaker is much to the fore in his very good relationships with staff and pupils and in his contribution to the reading partnership programme. Out of school activities, including drama, choir and sports encourage pupils to develop team spirit, consideration for others and a pride in their school. The residential visits undertaken by pupils encourage independence and self-reliance and provide opportunities to support others.
51. The provision for pupils' cultural development is satisfactory. Visits have been made to the school by a travelling storyteller and theatre visits have been made to enhance pupils' cultural awareness. There are good opportunities to study local history and to consider the effect of the closure of the coal mine on the town. The school has a large number of pupils involved in the school choir, drama, and recorder groups. The school productions involve most pupils in celebrating their enjoyment of music and drama.
52. Work in art, music and religious education provides opportunities for exploring the faiths, customs, traditions and contributions of other cultures. Pupils in Year 1, for example know about the Chinese New Year. More could be done, however, to develop pupils' awareness of the cultural diversity of contemporary Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school's Christian ethos supports a caring and welcoming school, and underpins its high regard for pupils' welfare. The headteacher is the designated person for child protection and carries out her duties competently and sensitively. All teachers and other staff are aware of the procedures.
54. Risk assessments have been undertaken to ensure that the school environment is safe and practices have been modified as a result. Electrical and fire-fighting equipment is tested regularly and fire drills are held. Appropriately trained first aiders are on hand at all times. Minor accidents are dealt with in a caring manner. Appropriate contact is maintained with a range of agencies, including behavioural support and social services. The educational welfare officer makes regular visits and the school nurse plays an active part in the teaching of sex education to older pupils.
55. The school expects good behaviour and makes it clear that it does not condone bullying. The behaviour policy sets out what is expected and the rewards and sanctions to be applied. Pupils understand how the policy works and the reasons for it. The policy has been effective in improving behaviour from the unsatisfactory level at the time of the last inspection.
56. The monitoring of pupils' academic progress in English and mathematics is good. It has improved substantially since the last inspection. Assessments are carried out regularly and teachers set targets for pupils for the coming year. Their progress towards these is monitored carefully and extra help is provided, for example through booster classes or shared reading sessions, where this is considered necessary. Groups within the class are formed using assessment information so that pupils can work on tasks at their own level. Revised systems based on recent national guidelines for assessing what pupils know, understand and can do in other subjects have been introduced and teachers are beginning to gather useful information from them. There is, as yet, insufficient relevant information to influence the planning of current work.
57. The monitoring of pupils' personal development is good. Teachers and all adults in the school, know the pupils well. Individual assessments are maintained to the end of Key Stage 1 and amended, as necessary, in older years. The personal and social education programme is now being more fully developed and contributes very well to pupils' achievements at the school.
58. The school has satisfactory procedures to monitor and improve attendance and punctuality. Not all parents follow the request to provide notes or messages for absences. Together with the governors' rigorous interpretation of rules regarding punctuality, this increases the recorded unauthorised attendance figures to a high level when compared to national averages. The school brochure makes it quite clear to parents what is expected and the importance of punctuality at the beginning of the literacy hour, which starts each school day, has been explained.
59. Pupils with special educational needs are given appropriate support and integrate well into school life. Their progress towards the targets in their individual education plans is monitored and targets are modified regularly.
60. Teachers at the Foundation Stage monitor children's academic progress and personal development carefully. They make regular assessments of what children have learnt and use the information well to plan the next steps in each area of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. The school values the good partnership it enjoys with parents and has maintained good working relationships since the last inspection. At the pre-inspection meeting and in their response to the questionnaire, parents indicated that they are pleased with the work of the school. They are impressed by the extent of the improvement since the last inspection, especially improvements in academic standards and standards of behaviour and pupils' interest in their learning. They value the booster classes and reading partnership set up to help pupils improve their skills.
62. Teachers in the Foundation Stage have established good relationships with the parents of the youngest children. Parents are welcomed into school and can stay in the classroom until their children are settled. Teachers are very approachable and work well with parents to ensure that children have a secure and enjoyable start to school life. Parents of young children joining the school are provided with full information about school routines. Generally parents feel that the school does good work and looks after their children very well. The evidence from the inspection support this view.
63. The links that the school has established with parents are effective. Teachers throughout the school are freely available at the end of a school day and many parents take advantage of this. They are able to find out how pupils are getting on and to share any concerns so that they can be dealt with promptly.
64. The effort the school has made to develop a good partnership, for example, through the home/school agreement, has been appreciated by parents. This sets out clearly its expectations of behaviour and how sanctions are applied, the setting of homework and the importance of good attendance and punctuality. It emphasises the importance of a joint approach so that pupils are happy in school and can make progress.
65. The school circulates an annual questionnaire to parents in a further attempt to improve this partnership and takes parents' concerns seriously. The governing body, in seeking to develop the link further, has provided a half-termly surgery, so that parents with concerns can meet them. Few parents feel the need to use this channel, as most feel able to approach the school directly. One concern raised in this way relates to bullying. The school is responding by being vigilant in its observation of pupils at play, by providing more opportunities for constructive play at lunchtimes and by carefully reviewing its bullying policy. The school acknowledges that verbal bullying does take place on occasions as it does in most schools but it is determined to eradicate it. Pupils are clear about what to do if they are unhappy and told inspectors that they felt confident that their complaints would be listened to and acted upon.
66. There is no formal parents association, but parents support a modest programme of social events very well, so that school funds are provided to enhance pupils' learning and social opportunities.
67. Good quality information is provided for parents. A good supply of letters and newsletters keeps them aware of events. The school brochure and annual report of the governing body give a full report of the life and work of the school. Parents are made aware of the topics of study; these are displayed in classroom entrances along with information about homework. From time to time opportunities are made to inform parents about changes to the curriculum or about teaching methods. For example, a recent science week gave parents the opportunity to see pupils at work. Reading records are provided and a reading diary maintained. This is used well by teachers, many parents and other family members to record progress in reading. Not all parents avail themselves of the opportunity to indicate concerns by this method but some who do not come to school regularly use diaries effectively for this purpose and teachers respond.
68. Good opportunities are provided to indicate pupils' progress. There are three specific consultative meetings (one each term) for parents to meet teachers. Pupils' annual reports indicate a good account of the work undertaken, results of tests where appropriate, individual strengths and areas for improvement.
69. Parents are encouraged to help in school and a few regularly help in classes, particularly in the Nursery. Similarly a number of parents are involved in the 'Better Reading' partnership, which has given good support for reading progress to some pupils and contributed to substantial gains in

their confidence.

70. A variety of homework is regularly set, especially to improve reading, spelling and mathematics. It is generally well supported by parents. Where this is the case, it contributes significantly to pupils' progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The headteacher leads the school very well and there are now effective systems in place to ensure good management in all areas of the school's work. She has established an ethos of high expectations in the school. The governors and staff share this commitment to raising standards in all aspects of school life. This has contributed to a very good level of improvement since the last inspection when there were serious shortcomings in many areas of the school's work.
72. The headteacher communicates clearly, to staff and governors, her aims for the school. She has developed their confidence as an effective team. Relationships within the staff, both teaching and non-teaching, are very good and the governing body recognises this and supports teachers well. The headteacher gives a strong steer to the school and teachers respond to her commitment by giving their time generously for the benefit of the pupils.
73. School development planning is well established and enables the school to decide what its priorities are for the next three years and to plan for the coming year in detail. Those teachers responsible for particular aspects then draw up action plans that set the necessary work in a time frame and indicate how success is to be judged. Resources are used well to bring about the improvements required. Financial planning is good. It is clearly linked to priorities for improvement and budget spending is checked regularly by the governors' finance committee. Specific funds are used wisely for their intended purpose. The whole process is monitored and evaluated regularly. The school development plan is prominently displayed so that all can be reminded of how the school is improving and what needs to be done next. The current underspend is earmarked for further improvements to the accommodation. Day-to-day financial management is good and all audit recommendations have been implemented.
74. The governing body is an increasingly effective force for school improvement. It fulfils the responsibilities placed on it by law. There is a good balance of experience and expertise. Many governors have undertaken training to improve their expertise. Several governors visit the school on a regular basis, improving their understanding of the school's work and assisting with pupils' learning. The governing body, as a whole, has a good understanding of the school's strengths and weaknesses and although it is pleased with recent improvements, especially relating to rising standards, it is determined to avoid complacency. There is a clear perception that there is much still to be done.
75. The deputy headteacher is relatively new to her post and is gradually taking on extra responsibilities. One of these is her role as special educational needs co-ordinator, a position that she fulfils competently. Special educational needs is well managed. Funds are used effectively to ensure a good standard of provision. Record keeping is efficient and pupils' progress is monitored carefully. A designated governor provides considerable support.
76. Other key teachers have also played a part in the school's continuing improvement. English, and maths co-ordinators have successfully overseen the introduction of National Literacy and Numeracy Strategies. They have been well supported by the local education authority consultants and advisors. They have received training in their roles and ensured that training for the rest of the staff has been productive. They, and the science co-ordinator, have undertaken observations of teaching throughout the school, monitored planning in their subjects and assessed pupils' work. They have identified areas of weakness and ensured that improvements are put in place. They have a clear view of improving standards and the next steps to be taken to raise standards further.
77. All staff now have clear responsibilities for one or more subjects and in their turn will lead developments as their subject becomes a priority for improvement in the school development plan. They take responsibility for identifying training needs and the resources required and these are

included in action plan.

78. The analysis of tests and assessment data is well established and provides useful information about standards in English, mathematics and science, strengths in each subject and areas of weakness. It has enabled the school to focus on those areas most likely to raise standards and to set targets for classes and groups of pupils within classes. It is used successfully to identify pupils who need extra help, for example, and to provide for them. To this end booster classes, Springboard mathematics and reading partnerships have been established with promising results.
79. There is good level of expertise amongst the staff and a balance of experience and young teachers with new ideas. There is now stability in the teaching staff not found at the last inspection. The monitoring of teaching has improved teachers' openness to change and all now share a common goal to improve standards further. Some classes are large in Key Stage 2 and although educational care staff and the headteacher are involved in teaching groups within these classes for part of the week, there are occasions when even in English and mathematics there is no additional support available. Teachers cope well by adapting the work so that groups of pupils with different attainment can work independently. However, there are occasions where a few pupils, especially lower-attaining pupils struggle to keep up and their progress suffers. Educational care staff and teachers work very well together to plan the work for particular groups thus ensuring that where support is available it is used productively.
80. The evaluation of teachers' work is well established. It is linked to the headteacher's monitoring of teaching and learning and her well-informed view of the strengths and areas for improvement in teaching. The governors are involved in setting targets for staff and in reviewing their effectiveness.
81. The induction of staff, new to the school, is very effective and newly qualified teachers receive very good support from a nominated mentor, from other staff and from the local authority. There are opportunities to take part in specific training programmes, to watch other teachers at work and to meet other newly qualified teachers. Teachers speak with appreciation of the opportunities provided for them in the early stages of their careers and feel that these have contributed strongly to their increasing expertise and effectiveness.
82. The accommodation is adequate for the demands of the curriculum and the hall, although cold in winter, provides a good space for physical education, for the whole school meeting together in the act of worship, for lunchtimes and for school functions and performances. The headteacher and governors have done a great deal in recent years to improve the accommodation for the changing needs of the school, for example enclosing some teaching spaces that were originally open-plan and carpeting areas to reduce noise. However, the school's layout continues to cause problems. The Year 3 class is the most adversely affected. This area can best be described as a corridor, allowing access from the reception area, office and staffroom to the rest of the building. In addition children from the nursery, reception and Year 1 class have to pass through to gain access to the hall. All pupils who have a school lunch are obliged to pass through this area at lunchtime, carrying their food. Preparation for this begins before the end of the morning's lessons. The pupils do their best to ignore the inevitable distractions of the comings and goings and those who use the route do so sensibly, in the knowledge that they might disturb the class. Nevertheless, pupils are distracted and this affects their concentration adversely. The noise from the reception class carries over into the Year 1 class, and although this is no more than is to be expected from young children at work and play it causes unnecessary distractions in this class. The headteacher and governors are pursuing ways and means to enclose this area.
83. The hard play area is sufficient to accommodate the pupils during morning breaks as these are taken at different times to avoid overcrowding. This is not possible at lunchtime and in wet weather when the field is out of bounds overcrowding leads to restrictions in the games pupils can play and makes supervision more difficult. A play leader has been appointed and equipment provided to develop purposeful play but the space available is limited. The school is pursuing plans to create a second hard surface designated for younger pupils. If successful this would also solve the problem of there being no access to outdoors for the under-fives in the reception class. The resources available to these children in terms of co-operative play equipment for both outdoor and indoor play is currently inadequate and inhibiting their development.
84. Learning resources are generally adequate and used well to support the curriculum. There are,

however, too few resources available for ICT, especially software. This is holding up developments. Access to artefacts in history is limited and book resources are inadequate to enable whole class use.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to bring about further improvements and to continue to raise standards the headteacher, staff and governors should:-

- (1) raise standards in information and communication technology (see paragraphs 15, 41, 138, 140) by:-
 - ensuring that more time is allocated to teaching skills and using computers to support learning across the curriculum;
 - continuing to improve resources, especially software;
 - ensuring that teachers can undertake further training.
- (2) improve the provision for play in the reception class (see paragraphs 83, 87, 92) by:-
 - ensuring that planning for play is purposeful and has clear objectives;
 - providing more resources for both indoor and outdoor play.
- (3) ensure that pupils of different ages and attainment make the best possible progress in subjects other than English and mathematics by improving the planning for aspects of the two-year programme (see paragraphs 40, 119, 120, 121, 126, 131, 135) to give:-
 - more scope for older pupils to study topics in greater depth;
 - shorter intervals between different blocks of work, especially in art at Key Stage 1;
 - more flexibility in the length of some lessons.
- (4) do all they can to improve the accommodation further (see paragraphs 19, 31, 82, 83, 87, 92), in order to provide:-
 - an accessible outside area where reception children can play safely;
 - further space or a different organisation at lunchtime to prevent overcrowding on the hard play area;
 - further improvements to the Year 1 and 3 teaching areas currently disturbed by noise and through traffic.

(Many of these issues have already been identified by the school and are included in school development planning.)

86. The following minor issues should also be considered by staff and governors when formulating the post-inspection action plan:-

- review the amount of educational support time allocated to English and mathematics with a view to extending it; (see paragraphs 30, 79, 113)
- improve resources for history, especially access to artefacts. (see paragraphs 84, 137)

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

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	51	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	215
Number of full-time pupils eligible for free school meals	0	31

FTE means full-time equivalent.

Special educational needs

	Nursery	YR –Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	20

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	16
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.6
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	16	18	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	9	13
	Girls	17	15	18
	Total	30	24	31
Percentage of pupils at NC level 2 or above	School	88 (90)	71 (90)	91 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	16
	Girls	17	17	15
	Total	31	30	31
Percentage of pupils at NC level 2 or above	School	91 (84)	88 (84)	91 (97)
	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	6	14	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	14	18
Percentage of pupils at NC level 4 or above	School	85 (38)	70 (44)	90 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	15	16
Percentage of pupils at NC level 4 or above	School	65 (44)	75 (50)	80 (63)
	National	70 (68)	72 (69)	80 (75)

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

* Separate data for boys and girls is excluded, as there were fewer than 10 boys in the year group.

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	182
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26.9
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	44

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	358545
Total expenditure	331736
Expenditure per pupil	1449
Balance brought forward from previous year	13293
Balance carried forward to next year	40102

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	159

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	4	0	1
My child is making good progress in school.	41	56	3	0	0
Behaviour in the school is good.	22	64	11	1	2
My child gets the right amount of work to do at home.	20	56	19	1	3
The teaching is good.	44	54	1	0	1
I am kept well informed about how my child is getting on.	36	53	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	51	42	5	0	2
The school expects my child to work hard and achieve his or her best.	47	53	1	0	0
The school works closely with parents.	31	58	8	0	3
The school is well led and managed.	44	52	1	0	3
The school is helping my child become mature and responsible.	28	59	1	1	11
The school provides an interesting range of activities outside lessons.	37	57	4	0	3

Other issues raised by parents

A few parents expressed concerns about large classes.

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

87. The youngest children make a good start to their school life in the well-run nursery. Provision has improved since the last inspection. Their attainment on entry is broadly typical for children of their age. They settle quickly into the caring and orderly environment provided by the nursery teachers and nursery nurse and make good progress so that by the time they leave they are well on the way to achieving the Early Learning Goals set for the end of the Foundation Stage. The teaching of mathematics and personal and social development is strong in the nursery enabling most children to reach particularly good levels. The basic skills of language and number are taught well in the reception class but in general, progress is slower in this class because teaching is not as strong in other areas of learning. In particular, the provision for development through play, both indoor and outdoor, is unsatisfactory. Nevertheless, because of the good start they receive in the nursery, and the strong teaching of the basic skills in reception, most children achieve reasonably well and are likely to reach the standards expected in all areas of learning by the time they start Year 1.

Personal, social and emotional development

88. This aspect of children's development is very well provided for in the nursery. The nursery teachers work closely with parents to ensure that children make a confident start to school life. Nursery routines are very well established. Children feel secure in them and very quickly learn to select activities, play sensibly with each other, work at a task until they have finished it and tidy things away when asked. When playing together, for example when serving one another in the café in the themed play corner, they take turns and show consideration to children who want to join them at play. The nursery teachers support children's play very effectively by taking on a role, for example a customer in the café, and encouraging the children to feel confident about what they are doing. Teachers in both the nursery and reception classes have high expectations of how children should behave and any inappropriate behaviour is dealt with kindly but firmly. Class discussion, story and sharing times are used well to help children understand other people's feelings and points of view. As a result children are very well prepared for their next stage of learning. Many of them retain an affection for their nursery teachers throughout their time in school and even pupils in Year 6 speak of them with respect.

Communication, language and literacy

89. Children are given plenty of informal opportunities to develop their speaking and listening skills in the nursery through the many well-structured play opportunities that the nursery teachers provide. There are often several adults in the room who support them in their tasks and take time to talk to the children about what they are doing, encouraging them to explain and describe their work. In both nursery and reception classes children enjoy listening to stories and develop a love of books which stays with them as they move up the school. The youngest children know that the words and pictures in a book carry meaning and confidently discuss their books with an adult. The older children in reception study books more formally in the literacy hour. They know the difference between fiction and non-fiction books and understand how non-fiction books can be used to find things out. This was illustrated well when the children used simple books to help them with their sentences about animals, and when they worked as a class to pose questions about the animals illustrated in the 'Big Book' they were studying. Writing is developed systematically in both classes. In the nursery there are regular opportunities for children to begin to communicate through mark making, writing bills in the café, for example, and they develop an understanding of how to write correct letter shapes by tracing over adults' writing. In the reception class children begin to write independently and use their 'Have a go' books with increasing confidence. In both classes more could be done to help children extend their language skills further by making better use of language displays and word banks. These would help to develop children's independence, and act as prompts to support other adults and helpers who work with the children in the class.

Mathematical development

90. Children in the nursery achieve well in this area of learning. Teachers make many opportunities to practise counting and develop mathematical vocabulary within a range of nursery activities. For example, children building Lego houses were encouraged to think about how many bricks in their chimneys. They knew the meaning of 'more' and 'less' and could demonstrate by adding and taking away bricks. Teachers make regular assessments of what children know and provide a programme of teaching that enables them to make systematic progress. As a result children are confident with their work in this area. A higher ability group working with the nursery nurse could count confidently to six and could calculate in their heads what one more or one less would be. Some of the less able children could share four plastic fruit between two teddy bears and understood that to be fair they had to have two each. Number skills and work on shape and measure are taught effectively in the reception class through numeracy hour and in more practical sessions such as a pancake making activity. In this activity children recognised that the quantities had to be precise and should reach the same place on the measuring jug used by the teacher. Children in reception class have fewer opportunities to work practically in mathematics, through water play for example, because the class lacks some of the basic equipment and the inside and outside practical areas required for these activities.

Knowledge and understanding of the world

91. Children in the nursery develop an increasing awareness of the world in which they live through a very broad range of first hand experiences. This was demonstrated clearly in the activities set up for 'small world' play and construction. For example, the children working on the Lego houses used pictures of different styles of building to help them decide the shapes they would use for their windows. Adults support children well in investigating their surroundings. In this case, the teacher talked with them about the similarities and differences, encouraging them to notice the different house shapes and styles. In another session children playing with the very attractive 'natural world' activity developed their understanding of animal habitats and behaviour. They knew that scorpions were 'fierce' and that other insects would probably hide under logs to avoid being eaten! Children in both classes had enjoyed their Chinese New Year celebrations and are beginning to understand that festivals are important to people around the world. Children have opportunities to use the computer and the reception children observed understood how to use the mouse to drag and drop an icon across the screen. They were familiar with the programs that are used well to support learning in other areas.

Physical development

92. Children's physical development is good in the nursery. Their skills and confidence increase as they participate in a well-planned range of practical activities, which helps them develop fine movements. For example, children working with play dough can manipulate, roll and cut the dough into recognisable biscuit shapes. They place them in little tins and arrange them neatly on a plate to serve. They are given plenty of opportunities to develop cutting, colouring and pasting skills through a good range of activities. There are regular opportunities for outdoor play using a satisfactory range of wheeled toys, prams and small apparatus such as bats and balls. In physical education they move sensibly around the hall and over large apparatus, developing balancing, jumping and landing skills. Adults and teachers work with them to help them increase their confidence and try new ideas. It is not possible for children to achieve as well in this area of development in the reception class. The provision for outdoor play in reception is unsatisfactory because the school does not have a secure area for children to play in and there is no outdoor play equipment.

Creative development

93. This area of development is well provided for in the nursery. Through many and varied activities the children explore the properties and effects of colour and texture in paint and collage. A winter garden collage on the wall demonstrated the children's ability to work carefully with two colours of paint in their pictures of bluetits, robins and blackbirds. Collages of leaves and seeds completed the attractive and topical scene. In musical sessions they sing confidently in time to the song tape, sometimes accompanying themselves with rhythmical clapping. Children independently select instruments from a music table and enjoy singing and playing quietly to themselves on occasions. Adults support and extend role-play well by taking on characters and playing with the

children to enthuse and encourage them. There is less evidence of creative development in the reception class. There are only limited displays of children's work and the play activities offered have little structure or challenge to them to enthuse the children. The play corner, for example, although set up as a supermarket, is poorly resourced and uninviting, so few children choose to use it. There are boxes of construction equipment and puzzles that children can choose, but they are not set tasks or challenges to give their play a purpose. As a result they lose interest quickly and some wander about aimlessly during this time.

ENGLISH

94. Last year's national test results for eleven-year-olds showed substantial improvements on the previous year. English standards have improved since the last inspection, are now similar to those found in most schools and match the average found in other similar schools. Inspection findings support this evidence but indicate that standards in reading have improved further and are now better than in most schools. Girls and boys achieve similar standards. National tests for seven-year-olds show that reading standards were higher than in most schools and higher than those found in other similar schools. However, writing standards were much lower, falling well below the standard in other schools. This group of pupils had lower achievements when they started school and this affected results. In the last year, teachers and pupils have worked hard to raise writing standards. As a result, standards are now broadly average. Pupils throughout the school including those with special educational needs are now making good progress.
95. Speaking and listening standards are similar to most schools. Pupils nearly always listen carefully in lessons. This is because teachers always listen carefully to them and make work interesting. They also make sure pupils do not daydream or call out. As a result pupils learn to keep concentrating and to listen to each other. Seven-year-olds speak clearly to say what they notice, remember, think and feel. They are confident and ask about new learning when they do not understand, or want to know more. Eleven-year-olds listen carefully to full explanations of new work. They follow detailed instructions, and speak and listen attentively in class discussions. For example, in a class discussion on writing, Year 6 pupils suggested many ways of making a letter to parents more persuasive. Lower-attaining pupils quickly learn to use and understand more words in such discussions, just by listening. Pupils also speak clearly and expressively to visitors about their work. For example, Year 6 pupils gave thoughtful reasons for liking their personal reading books. Able pupils mentioned "vocabulary", "suspense", "realistic characters" and "different narrators".
96. Pupils achieve good reading standards. This is because the school uses many successful ways of supporting the reading development of pupils of different abilities. For example, all books for reading at home have colours to make sure pupils read at the right levels. The well-organised library is at the heart of the school. The catalogue book is well thumbed.
97. Teachers at Key Stage 1 give pupils a good start in reading. Pupils have a good understanding of the sounds, shapes, names and patterns of letters by the time they are seven. Lower-attaining pupils read slowly, but work out how to read words such as "ornament". They do not wait for help, because they know the sounds each group of letters makes. Pupils soon enjoy reading by themselves and talking about the stories they read. Pupils of all abilities say what they think will happen to the characters. They also describe the parts of the story they like best and say why they like them. Pupils use simple dictionaries to find meanings and check spellings. They also know how to use indexes to find information. Pupils who are struggling with reading get prompt and effective help from teachers, support staff and adult volunteers, including parents. Teachers note that such extra individual help soon has pupils enjoying reading again, rather than finding it a chore. They also note how enthusiasm for reading often links to encouragement at home. For example, a Year 2 girl read regularly at home to her mother, father, grandmother and big sister. Developing reading skills aids learning. For example, pupils follow simple directions on worksheets and instructions on computer screens.
98. Pupils of all abilities continue to make good progress in reading at Key Stage 2. Daily analysis and discussion of text in the literacy hour sharpen close reading skills. Nearly all read for enjoyment, but sometimes only when bored with other leisure activities at home. Lower-attaining pupils benefit from extra help from adults through the Better Reading Partnership and Read On

Write Away project. Pupils whose reading is falling behind quickly gain both skill and confidence from extra work in small groups. Teachers note that these pupils' interest in reading quickly returns. The school expects pupils of all abilities to assess what they are reading. Book reviews in reading diaries therefore develop pupils' critical faculties. They also encourage independent learning. For example, an able Year 6 pupil compared the characters of a set of twins in her reader and contrasted them with twins in another story. She then compared the author with another children's writer.

99. The school's present focus on writing is raising standards, particularly in Key Stage 2 classes. However, there is further to go. Standards of handwriting, presentation, fluency and speed of writing are now typical for pupils' ages. This is an improvement since the last inspection. Pupils also write in the expected range of forms. However, standards of spelling and punctuation are inconsistent. This is because pupils often forget in routine work skills learned through practices and tests. Also, teachers' careful marking of writing does not always result in pupils learning from their mistakes.
100. In Year 2 nearly all pupils reach the standard expected for seven-year-olds. They write stories, reports and instructions in sentences. However, they often forget capital letters and full stops. Higher-attaining pupils begin to join letters, and lower-attaining pupils form readable letter shapes and words. Other pupils form words and letters carefully, but do not always space them out enough. Pupils begin to choose words to describe strongly what they see. For example, Year 2 pupils compared clouds to unicorns, foxes, and deer in the sky. An abler pupil said a cloud was like "a lamb asleep on the blue floor of the sky".
101. In Year 6 most reach the standard for eleven-year-olds. They write expressively in a good range of forms such as stories, reports, limericks, persuasive letters, drama scripts and book reviews. For example, a Year 6 pupil thoughtfully compared the book and film versions of "Winnie the Pooh". Pupils of all abilities write clearly in cursive sentences to record new learning, particularly in science, geography and history. Higher-attaining pupils use complex forms effectively but not many pupils use enough punctuation. Lower-attaining pupils mainly use simple sentences, continue to spell words just as they sound and forget spelling rules. Their handwriting is sometimes hard to read, making it difficult for them to check and improve accuracy. Year 6 pupils weigh up, in writing, conflicting points of view, for example when exploring topics such as the death penalty. Pupils help to improve their writing by reading, marking and discussing each other's drafts.
102. Teaching quality is good. This is likely to be the main reason for the big improvement in last year's national test results for eleven-year-olds. During the inspection the quality of lessons was good overall with many examples of very good teaching.
103. Teachers have good knowledge of children's books and the stages in their language development. Marking is thorough. Very good assessment shows clearly what each pupil is achieving in reading and writing. Teachers use the National Literacy Strategy confidently and effectively. Very good planning ensures that tasks match pupils' abilities and enables them to work hard. For example there were six different levels of work in a Year 6 writing session. Pupils worked in silence, quickly and carefully, so as to complete their tasks.
104. In the high quality lessons pupils give of their best and enjoy new learning. They want to do well and to give their views. This is because teachers make learning exciting and have very good relationships with pupils. Teaching is enthusiastic and lively. For example, teachers read new texts expressively and dramatically. As a result, pupils listen intently and get very interested. For example the teacher's lively reading of "The Diary of Adrian Mole" was the stimulus for Year 3 pupils' busy work to develop their creative writing.
105. Teachers are keen that pupils miss no opportunity to improve their work, and that they do not forget new learning. At times, this leads to pupils getting too many directions and reminders. As a result they sometimes lose inspiration and focus when it comes to writing.
106. The subject is well led and managed. The co-ordinator has a clear view of present standards and future developments gained through systematic monitoring. However, the school does not have a

plan of activities to develop speech and drama work in each class. Very good assessment arrangements reflect in clear targets to guide each pupil's new learning. Year 6 exceeded their national test targets last year. The school is also able to set up and vary support so as to help those with the most need. Pupils now have a good foundation by the end of Year 6 for the language demands of secondary school learning.

MATHEMATICS

107. There has been a substantial improvement since the last inspection in the standard of pupils' work at the end of Key Stage 2. Eleven-year-olds now attain broadly average standards. This is confirmed by the results of national tests. Evidence from lessons and from completed work show that pupils make good progress in all aspects of their work in response to good teaching. They have produced a large quantity of work over the year and the quality of their presentation is good. Information provided nationally about progress from Key Stage 1 to 2 and the school's own information gathered from evaluating progress indicate that pupils make good gains.
108. By eleven pupils handle large numbers competently, using their knowledge of factors and multiples to divide and multiply six digit numbers. They solve problems using fractions and percentages and calculate averages. They handle decimals confidently showing a good awareness of the value of each digit on either side of the decimal point and the importance of zero. They use their number skills to solve problems with different measures. In their work on shape and space they measure and draw angles accurately, classify triangles and quadrilaterals and calculate perimeters and areas. They work with co-ordinates in all four quadrants. They interpret graphs and charts and investigate probability. Higher-attaining pupils use formulae confidently, when finding the surface area of a cube and reach their own decisions about which is the quickest method. They understand mean, mode, and median when they use statistical information. Pupils' achievements are good.
109. Standards at seven years of age are below average. Results at the end of last year confirm this. The current Year 2 class includes a higher than usual proportion of pupils with special educational needs and as a result standards are unlikely to improve this year. The majority of pupils are achieving the standards of which they are capable.
110. By seven years of age pupils add and subtract numbers to 20 and beyond. They use their knowledge of halves, doubles and multiples of two, five and ten to calculate mentally. They recognise odd and even numbers and complete number sequences. A few higher-attaining pupils are beginning to calculate with bigger numbers but most do not yet have a sound enough understanding of numbers to 100 to calculate without the use of the 100 square as a prompt. When they solve problems with money, most pupils give accurate amounts of change. When they work with shapes they can show half and a quarter and draw in the line of symmetry. They estimate weight and find objects that are heavier and lighter than half a kilogram.
111. The quality of teaching and learning is good overall. It was very good in many of the lessons observed at Key Stage 2. In the best lessons, teachers have high expectations of what pupils can achieve and set challenging work. They encourage pupils to explain how they arrived at an answer and what strategies they used to calculate. They teach basic skills well, checking carefully, through well-directed questions whether pupils have understood new learning. As a result pupils' understanding develops well and they grow in confidence. The teachers' lively approach and the interesting activities they provide to consolidate and extend pupils' skills result in an enthusiasm for mathematics. Pupils are keen to learn, work at a good pace, think hard and achieve well in lessons. They have a good understanding of their own learning and what they need to do to improve. This often results from teachers' comments at the end of the lesson but also from helpful comments in the marking.
112. The National Numeracy Strategy has been successfully introduced and is being used well to raise standards of numeracy. The whole-class session is often particularly strong and develops pupils' mental calculation skills very well and develops their understanding of new work. Independent tasks are well chosen and move the learning on further. They include good opportunities for pupils to apply their knowledge to problem solving. This is useful in assessing thorough understanding and an ability to use different strategies. When teachers draw pupils together at the end of the

lesson the value of this time is not always well judged. In the best lessons teachers consolidate what has been achieved, check understanding and lead pupils towards the next steps in preparation for the following day. Occasionally, it is used for a few pupils to describe what they have been doing and the rest of the class does not gain much. The time is often too short for the best possible gains to be made from this part of the lesson.

113. Teachers assess work carefully and use this to ensure that work is well matched to pupils' abilities. Pupils make the best progress where this information is used from the outset of the lesson. In the lessons observed this was almost always the case, with teachers pitching questions for individuals at a level which provided the right level of challenge but enabled them to succeed. Similarly independent work was graded according to difficulty for different groups. However, there is evidence in the sample of completed work that when pupils work independently on tasks set for them to consolidate new learning, they often begin from the same starting points, whatever their ability. Usually they move on quickly to harder work where this is appropriate but this is not always the case. Occasionally higher-attaining pupils do not have time to move on to the extension work set for them because they spend too much time on low level tasks that they find easy. This hinders their progress. There are also a few occasions when lower-attaining pupils find the work set for the whole class too difficult. When this occurs and there is no additional support from education care officers, they struggle to make progress.
114. There is evidence of pupils using computers to develop their understanding of mathematics; for example pupils in Year 6 have developed spreadsheets to calculate the value of differently priced meal choices and pupils in Year 5 have used a control program to draw geometric shapes and calculate the angles involved. In general, ICT is used infrequently to support the work in mathematics and to improve computer skills through mathematics. There is also little evidence of pupils using their numeracy skills in other subjects of the curriculum. There is insufficient guidance for teachers in the mathematics policy and planning framework to indicate how numeracy skills can be developed systematically and where opportunities exist for using ICT.
115. The co-ordinator has overseen the successful introduction of the National Numeracy Strategy. Extensive training has taken place so that teachers are now confident and competent to teach the required curriculum. The headteacher, co-ordinator and local authority numeracy consultant have all been involved in observing and evaluating the quality of teaching. They have acted on the information this provided, sharing teaching strengths and improving identified weaknesses. The analysis of assessments and test results has also provided useful information about strengths and areas for improvements in pupils' understanding and skills. As a result, there is now, for example, a stronger focus on pupils' interpretation of problems.
116. The provision of after-school booster classes in Year 6 and Springboard mathematics in Year 5 has contributed to the rise in standards at Key Stage 2. The analysis of assessment information has been used well to target those pupils who are likely to gain most benefit. Pupils are enthusiastic, speak of the gains they have made, especially gains in confidence, through working in smaller groups. The excellent level of attendance at these sessions demonstrates pupils' commitment to improve and reflects the ethos of the school.

SCIENCE

117. Standards in science have improved since the last inspection and are now broadly average at the end of Year 2 and Year 6. The children are making good progress and are learning through experiments and investigations, which is also an improvement since the last inspection. The teacher assessments at the end of Key Stage 1 in 2000 were close to the national average. A pleasing feature of the work seen in the infants was the evidence of learning through experiments and investigations. The children record what they have done using neat diagrams and charts. They predict what will happen in an experiment, for example whether or not a simple electric circuit will light up a bulb. They explain what they observe using simple scientific vocabulary and relate their observations to their own experiences. For example, they explain how a battery lights up the bulb in a torch and they find examples of pulling and pushing forces in everyday life. The pupils have a good knowledge of the natural world. They identify a range of animals and insects and know how to group them according to features that they can see, such as colour, or the number of legs or wings. Higher-attaining pupils discuss differences between animals that are

very similar, such as the grey and red squirrel, and understand that each type of animal needs a particular kind of habitat to live in.

118. The school's results in the national tests for eleven-year-olds have improved dramatically since 1997, when they were well below average. Boys out-performed girls in the test each year except 1998, when the girls achieved better results than the boys did, but there was no evidence during the inspection to suggest that girls were under-performing in lessons. The pupils' work samples show that higher-attaining pupils, both girls and boys, are achieving well in their knowledge and understanding of the workings of the human body and the life-cycles of plants and animals. They draw and label neat, accurate diagrams, for example, to illustrate the workings of the heart and lungs, and explain very clearly how these two organs provide the body with oxygen. They name all the parts of a flower and explain the role of each one in the plant's life cycle, from the petal attracting insects to the ovary storing the growing seed. The pupils' knowledge of solids, liquids and gases and how substances change from one state to the other is also good, and is based on practical investigation. For example, pupils in Year 6 were observed carrying out experiments to determine the best conditions for drying a piece of wet cloth. The way they set out the experiment reflected good teaching of this aspect of the subject because the pupils showed a high degree of confidence and independence. They knew how to make the experiment fair and knew that they might have to repeat it to ensure that their results were valid. The pupils confidently explained that heat and the area of cloth exposed to the air would aid evaporation. The higher-attaining pupils used scientific ideas, such as the movement of molecules in the liquid increasing with heat, to explain why. Lower-attaining pupils, including those with special educational needs, make steady progress in their knowledge, but sometimes fail to complete the experimental work or provide explanations for what they have observed, indicating that they may need more consolidation of experimental skills at a lower level.
119. The standard of teaching is good overall. Some teachers have a greater knowledge of the subject than others, but the planning of work across two year groups enables the more confident teachers to help the less confident ones. The beneficial effect this is having on the pupils' learning is reflected in the evidence of good experimental work in each year group. The children are expected to record their observations clearly and to explain what they have done and what they have learned. In the lessons seen, it was clear that the teachers are now used to teaching in this way and that the children are developing good experimental skills. The teachers use methods that suit the task in hand and the age of the pupils. The younger pupils are given plenty of guidance, for example in the form of worksheets to record their observations, whereas the older pupils are expected to be more independent. They are given opportunities to select equipment from a range provided by the teacher and decide for themselves on the method they will use and how to record their results. As a consequence, the pupils develop good attitudes to their work. They co-operate and collaborate very successfully when undertaking practical experiments and sustain concentration well when they are recording their work individually. The freedom they have to work independently of the teacher and to collaborate enhances their personal development and fosters good relationships. In the practical lesson observed in Year 6, the atmosphere was lively, reflecting the pupils' enjoyment in learning, but did not prevent them from sustaining concentration and a good pace of working. After completing the practical tasks, they settled down quickly to record their results in their books. The pupils work generally is neatly presented, reflecting the teachers' high expectations. An area for development across the school is the degree to which pupils of different ages and abilities are given work that is closely matched to their needs. In some cases, all the pupils in the class carry out the same or very similar experiments, and are expected to write them up in the same way, leaving too little scope for consolidating or extending skills at a more individual level.
120. Very good leadership and management of the subject have contributed significantly to the gains in the quality of teaching and learning since the last inspection and to the higher standards achieved. The co-ordinator provides very clear educational direction and is continually looking for ways to improve the school's provision. A recent emphasis on science in the school development plan has given the co-ordinator time to observe lessons, support colleagues in class and look closely at what is happening throughout the school. Important helpful developments arising from these observations include improved planning for experimental and investigative science, more use of correct scientific vocabulary by the pupils and more systematic assessment of what the children know, understand and can do. Proposed future developments include the provision of a manageable system of recording the pupils' achievements and attainment levels, perhaps on a

group basis, so that the information is easily accessible for use as the basis for planning further work at the right level for the pupils.

ART AND DESIGN

121. Standards are as expected for pupils' ages. They are slightly better than those found at the previous inspection four years ago. However, the development of key skills is erratic. This is because the school alternates art and design with design and technology. As a result, pupils have gaps in their art lessons, sometimes for a month or two. For example, at the time of the inspection, pupils in the infants had had only one art project since July of the previous year. Planning shows that pupils have appropriate work in art over time. However, discussion with Year 6 pupils shows that the school has not been giving pupils enough opportunities for three-dimensional work, for example in using clay.
122. There was not enough evidence to judge the quality of teaching and learning. This was because there were no art lessons during the inspection. However, teachers and pupils now benefit from the latest national guidance on a new set of topics.
123. The art folders of pupils at Key Stage 2 classes showed expected standards in observational skills, drawing and painting. Pupils are also beginning to use sketchbooks appropriately to note and develop ideas. However these are not adequately dated or labelled. Year 5 pupils achieved sound standards in still-life studies. They arranged selected fruits in groups, and looked at great artists' still-life paintings. They sketched and coloured chosen arrangements and then used viewfinders to work on a small area. From this investigation, pupils of all abilities developed enlargements and repeating patterns. Pupils mixed colours accurately and also experimented effectively with paint textures. Year 4 pupils studied Leonardo's "Last Supper" and then painted striking portraits of the disciples. Pupils have opportunities to develop art skills in other subjects. For example, Year 4 pupils drew and coloured careful large-scale maps of the centre of Eckington. Year 2 pupils accurately observed and drew features of local buildings such as the post office and swimming baths in their geography work. Pupils at Key Stage 2 also used information and communication technology programmes to create coloured shapes and patterns.

DESIGN AND TECHNOLOGY

124. Improved planning for the subject since the last inspection and a clearer focus on design has led to better teaching and learning and higher standards at both key stages. Pupils attain standards in line with expectations by the age of seven and eleven. The samples of work on display in Year 2 include designs and models of wells. The sketches identify the materials that the pupils are intending to use and the models are well made from suitable materials. The pupils have also had experience joining materials together in different ways for particular purposes. For example, they have used triangles made of card to strengthen corners formed by two paper straws. By the end of Key Stage 2, the pupils use a range of tools and materials to design and make various products from cam-shafts to slippers. They spend time examining commercial products before producing their own detailed designs and they select materials on the basis of the properties they require, such as comfort, flexibility or strength. The finished products on display indicate that the pupils have sound making skills, but do not reflect much individuality in design. This was a weakness that was highlighted at the last inspection. A strength in the pupils' attainment compared to the last inspection, however, is their ability to consider the requirements of the end user of their product in their design.
125. The quality of teaching and learning is satisfactory overall. The teaching was good in half of the lessons seen and satisfactory in the other half. The teachers have good teaching skills. They manage and relate to the pupils well and have high expectations for behaviour and effort. The pupils respond by paying attention to the lessons and sustaining a good work-rate. They spend time examining and evaluating products before embarking on designing and making, showing patience and perseverance. In a lesson aimed at designing and making a slipper, for example, Year 5 pupils examined a range of slippers and considered what age and kind of person would like each one. They showed considerable maturity in their discussions, and worked purposefully at the task of comparing and evaluating the different designs in preparation for producing their

own. The teacher's enthusiasm and good preparation for the lesson helped to keep the pupils focused on this task for a long period of time. In Year 3 and Year 4, the pupils spent considerable time evaluating pop-up books with a view to designing and making a page themselves. The time spent reading the books gave them a good insight into the advantages and disadvantages of the different mechanisms used and helped them to select the ones they would like to try and make.

126. The good guidance now being given by the recently appointed co-ordinator has increased the teachers' knowledge and confidence and helped them to incorporate good design activities into their lesson plans. They are aware of the requirements of the government guidelines that have been adopted, and are diligent in applying them. Currently, the way time is allocated for lessons means that the pupils spend rather too much time at the initial stages of designing and not enough on improving their products in the light of their evaluations. Some lessons are too long for the task in hand, leading to inefficient use of time and reducing the impact of good teaching skills. The co-ordinator has sensibly modified the guidelines to suit the school's circumstances, and is considering ways of improving their implementation so that more opportunities can be provided for the pupils to evaluate and improve their evolving and finished products.

GEOGRAPHY

127. Judging by the samples of work in the pupils' books and on display, standards are in line with expectations at each key stage. The pupils have good map-reading skills at each stage and the school has made good use of a local regeneration project to interest the pupils in the environment in which they live and to develop their skills of enquiry. The last inspection found that skills were not taught well, so this represents a good improvement, brought about by improved planning, better resources and good management of the subject.
128. In Year 2, the pupils have walked around the town, taken photographs and produced a "newspaper article" saying what they think is good and why. For example, they think that "the Post Office makes Eckington look nice because people look after it." They also say what they don't like and how they would like to see things improved. The teacher has evidently used this opportunity well to engage the children in discussion of important environmental issues, such as waste-disposal and pest control, and improve their awareness of citizenship. They saw evidence of rats around rubbish that had accumulated behind some shops, for example, but noted that the pest control service was on hand to tackle the problem. They show initiative and humour illustrated by their suggestion that "Ground Force" should come in to tidy up a neglected area of the village. The children have a good understanding of the amenity value - of shops and cafes, for example, and suggest improvements, such as an extension to the school car park. They locate their local area on a map of the country and use computers to word-process some of their writing.
129. By the end of Key Stage 2, the children have acquired good mapping skills. From Year 3 onwards they use plans and maps of different scales and develop a good understanding of co-ordinates, the points of the compass and map keys. The good variety of maps in use, like the Ordnance Survey 1:5000 maps of the Peak District on display in the Year 5 classroom, give the pupils good opportunities to learn and apply their skills. For example, they look at the contours of the Bakewell area and discuss why the town grew up beside a river. In Year 6, they use their numeracy skills effectively, for example by presenting the results of a traffic survey they had conducted as a tally chart and a block graph. They also show a good awareness of how human and physical processes affect the way people live when they describe the effect of industrial decline and increasing car use on their own locality. They have a good awareness of their own area and how it is situated in relation to the rest of the country, but have a more limited knowledge and understanding of places further afield. In discussion about the local regeneration project, the pupils demonstrated a mature understanding of the issues involved and put forward their own views confidently.
130. Only one lesson was observed during the inspection, so judgements about the quality of teaching rely on evidence from the pupils' work. On the basis of the work seen, it is evident that the pupils are developing good skills of geographical enquiry throughout the school and therefore that the subject is being taught well. The quality of teaching was good in the one lesson that was seen, in which the pupils were taught how to give grid references for places and features on a local map. The teacher showed good subject knowledge and engaged the pupils in lively and purposeful

discussion and activities that took their learning on from the previous lesson. The teachers mark the pupils' work effectively, giving some pointers for improvements. They use a variety of stimulating first-hand experiences and good resources to engage the pupils' interest and develop their skills.

131. The teachers' informal assessments of the pupils' progress are clearly being used to develop their knowledge, understanding and skills, and a system has now been introduced to record the pupils' achievements on a termly basis. This is in its early stages of development, and is not yet being used to improve the level of challenge for pupils of all attainment levels in each year group. The subject is being temporarily managed by the headteacher, who has established a good framework for teachers to plan their lessons from government guidelines. Both teachers and pupils enjoy the subject and this contributes greatly to the current good rate of learning.

HISTORY

132. At the time of the last inspection, there was no guidance for teachers on how to plan for the systematic teaching of National Curriculum history throughout the school. As a result the work did not build on earlier learning in a logical way and some aspects were not being covered adequately. New national guidelines have recently been adopted to form a framework for teaching. Teachers work in pairs to develop this planning further for two year-groups together. This now provides good coverage of the work and ensures that pupils' skills and knowledge build on earlier work. Teachers also share their ideas and expertise to provide interesting activities that bring the subject alive for pupils. As a result pupils are enthusiastic in their approach and discuss what they have learned with interest.
133. Teaching and learning are good at Key Stage 2. Teachers explain new work thoroughly and develop pupils' skills and understanding well. For example, pupils explain that we can find out about the past from a number of different sources. They understand that the work of archaeologists can add to our knowledge but may not be able to explain everything. Teachers question pupils in a way that ensures that they think carefully about their answers and leads them to investigate further when they don't know. Pupils in Year 4, for example, were keen to find out why treasures but no bodies were found at the Sutton Hoo burial site. They referred to reference books and stories about the Saxons to find answers. They retained a good level of factual knowledge from video material. The use that teachers make of displayed timelines helps pupils develop a good understanding of chronology and to recall dates.
134. Standards are broadly average. By the time they leave the school pupils have a sound knowledge of the periods they study, for example the Victorians and Tudors. They are able to compare and contrast life for rich and poor people living at the time and developments in education, medicine, transport and industry. They know how to gather information from portraits, reference books, maps and census data. They are beginning to combine this information to build a detailed picture of life at the time. Pupils' literacy skills are developed well through using reference books to search for information and to write letters, factual accounts and comparisons.
135. There is insufficient evidence to make judgements about teaching and learning at Key Stage 1, as no lessons were observed. Evidence from completed work indicates that pupils know about some important events in the immediate past, such as the two world wars. They know that information about these can be found on the local war memorial and that Remembrance Day provides an opportunity to think about those who died. They understand that there are people alive today who remember what life was like in wartime. The work on old and new toys provides a starting point for comparing past times with life today. However, as a result of the planning for two year-groups at a time the work is not always developed as much as it could be for the older of the two classes. This is hindering progress in Year 2.
136. The co-ordinator is new to the post. She has clear ideas for the further development of the subject especially for the study of local history, which is to be a focus next year, when the school celebrates its tricentenary. There are already productive links with geography in local studies work, for example when pupils learn about the regeneration of Eckington and visit Eyam to study the area and the story of the plague.

137. The shortage of resources for history, both reference books and artefacts is hindering its further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. At the time of the last inspection, very little work in information and communication technology (ICT) was taking place and many teachers lacked confidence in the subject. There has been some improvement but although standards have improved, they remain below average at the end of both key stages. The school has concentrated its efforts on improving English and mathematics. As a result, the development of ICT has been identified as a priority for next year. Grant funding, for example through the National Grid for Learning has been used well to upgrade resources and next year the school will embark on a full range of training, through this project, to improve teaching skills. There is now a small suite of five computers but this cannot accommodate a whole class, which reduces its usefulness. When support staff are available to supervise pupils it is put to good use to support the work going on in the classroom, pupils working two to a computer and co-operating well.
139. By the end of Key Stage 1 pupils use their word-processing skills to write about Eckington. They use the keyboard to edit and improve their work. They record the results of a science experiment on a graph but need help to enter the information and interpret the findings. Older pupils use a graphics program to design fabrics as part of a project in design and technology. Pupils in Year 6 draft and edit their writing, changing font size and colour and blocking and moving text.
140. Some areas of the work have received little attention and pupils have gaps in their knowledge. For example, the use of sensors to measure temperature and light, has not yet been attempted. Some weaknesses remain as a result of the low starting points. Pupils are not yet sufficiently skilled in communicating in a wide range of ways such as composing tunes and combining sound, text and graphics. They have not yet had sufficient opportunities to become skilled in writing instructions to control movement or to use electronic mail. Subject plans indicate that all aspects will eventually be taught, but a shortage of resources, especially software, is currently hindering progress. The school has effective plans to improve provision further. Opportunities for the co-ordinator to monitor pupils at work and to assess their understanding are planned for the future and a system for recording pupils' achievements is to be introduced.
141. All teachers have computers at home and are confident in their use. They are in a good position to benefit from further training opportunities. The quality of the small amount of teaching observed was sound and pupils made satisfactory progress in lessons, although often from a low starting point. Teachers' planning ensures that good links are made with topics being studied in other subjects. For example, pupils enter into a database the information they have gathered in a geography topic about traffic. They present their findings in graphs and charts and interpret these accurately. Computers are used well to support pupils with special educational needs. In lessons in the suite, support staff provide effective additional help for small groups of pupils, enabling them to make good progress, for example with their writing.
142. In discussions with pupils about their work, their enthusiasm is obvious. This promises much for the future. They put a lot of effort into their work. They co-operate well in pairs, discussing the way forward and overcoming problems. They take a pride in their completed work. They have a good understanding of their own learning and where they need to improve. They recognise that the school is entering a new and exciting phase in the development of ICT and are excited by the possibilities. An after-school computer club meets regularly. Pupils who attend are beginning to explore the Internet as a source of information and use electronic mail. These pupils are in a good position to support other pupils in the classroom and to pass on their skills.

MUSIC

143. The school maintains the satisfactory standards found at the previous inspection. Pupils, including those with special educational needs make sound progress. Singing in class, assemblies and hymn practices is open and in tune. Pupils keep time and show appropriate

awareness of dynamics. There was not enough evidence to judge standards in composition, use of tuned and un-tuned percussion, appreciation of the work of famous composers or the use of information and communication technology.

144. Year 2 pupils made good progress in learning about pitch as they listened to tapes of telephones ringing. However, less able pupils got high and low sounds the wrong way round at first. Pupils enjoyed improving the singing of "Bananas in Pyjamas" and "Waterfall, Waterfall, Blue". They also responded imaginatively to the tones and rhythms of dance music in their physical education lesson. Pupils in Years 5 and 6 improved singing and sight reading skills in work on "Swing Low Sweet Chariot". They followed teachers' demonstrations and quickly highlighted on their scores musical phrases and intervals they found difficult to sing. Through using scores in this way, pupils also learned more about notation. Persistent practice improved tunefulness and articulation.
145. The quality of teaching is satisfactory. It reflects teachers' confidence. In good lessons, teachers' knowledge and experience of music raise expectations of what pupils are to achieve. For example, the Year 2 teacher covered a lot of ground by involving pupils of all abilities fully in varied musical activities during a 30-minute lesson. In such lessons, teachers listen carefully to judge the quality of pupils' performance. They then respond quickly to improve it. For example in a Year 6 lesson, the teacher got pupils to go over a particularly difficult phrase until it was right. Pupils rise to challenges such as detecting in the score of a spiritual which notes of the octave are not used in a pentatonic scale.
146. Teaching is less effective when there are unnecessary breaks in learning, for example when resources are given out. Concentration and the quality of listening then tend to deteriorate. This also happens when there is too much teacher talk and too little music making by pupils. Teachers do not always give pupils enough time to learn improved phrasing. This is because of a tendency to move on as soon as pupils have grasped a new pattern. As a result, pupils sometimes miss opportunities just to enjoy new tunes.
147. The school gives pupils some good opportunities to widen their musical experience outside lessons. Twelve Year 2 pupils form a well-directed beginners' recorder group. A well-established and well-attended junior choir rehearses enthusiastically under the expert direction of the music co-ordinator and deputy headteacher. The choir performs from time to time in the local community for example to a local over-sixties group. There were no opportunities for pupils to have extra instrumental tuition at the time of the inspection.

PHYSICAL EDUCATION

148. Standards are as expected for pupils' ages in both key stages. All pupils have lessons in gymnastics, games and dance. Pupils at Key Stage 2 also have athletics in the summer and experience of outdoor and adventurous activities. Year 3 pupils have weekly swimming lessons. Nearly all pupils are swimmers by the time they leave school at eleven.
149. In the lessons observed at Key Stage 2, pupils of all abilities, including those with special educational needs, made good progress in developing ball control, racquet skills and teamwork. Co-ordination of hand and eye, and positioning skills were as expected for pupils' ages. New balls and racquets improved the efficiency of pupils' learning.
150. In a Year 2 dance lesson, pupils made good progress in developing imaginative dance sequences to recorded music. All pupils had remembered their kits. They warmed up enthusiastically. Dance movements were joyous and light. Less able pupils were equally creative but took longer to connect with the rhythm and feel of the music. Pupils were keen to demonstrate their dances and discussed each other's performances thoughtfully. The teacher assessed the developing work carefully, and made good use of pupils to share their achievements. This vigorous exercise immediately before their music lesson paved the way for quiet listening.
151. The quality of teaching is good. Teachers show good knowledge of the stages of pupils' physical development. They also know how to teach basic skills effectively. Teachers manage pupils well and usually give them plenty of exercise in well-timed lessons.

152. In the best lessons teachers give pupils both challenging tasks and responsibilities. For example, a Year 5 teacher gave out instruction cards to each group of pupils in a games lesson. She was then able to watch and check as they set out hoops and cones for the next stage of the lesson. Pupils did this promptly and efficiently. Teachers also vary activities effectively so that all pupils are busy. Warm-ups are energetic and get pupils of all abilities moving and breathing strongly. Teachers link lessons well to developing pupils' awareness of health and safety. These lessons run at a good pace. Pupils then enjoy the opportunities for controlled movement, balance, co-ordination and teamwork.
153. Teaching is less effective when lessons get off to a slow start. Similarly pupils' energies turn into chatter rather than exercise when teachers spend too long directing, correcting or explaining theory.
154. There are good opportunities for pupils to extend their physical education outside lesson times. There is a well-attended weekly games club after school once a week. All pupils in Years 5 and 6 have experience of cross-country cycling, canoeing and orienteering at a local sports and leisure centre. Pupils in Years 4 to 6 who go on the annual residential visit also have the opportunity to try caving and abseiling. The school organises a sports day each year and has good outdoor facilities for team games.
155. There have been many improvements since the last inspection. Plans have been introduced to ensure that the work builds on pupils' existing skills. Pupils are now participating with interest and enthusiasm. There is no sign of the uncooperative behaviour evident in some lessons during the last inspection affecting progress adversely and occasionally disrupting lessons. The safety issues relating to the wearing of earrings have also been addressed. The subject is well led and managed by an enthusiastic co-ordinator. She has a clear view of how to develop the subject further. There are no opportunities for her to watch colleagues' lessons at present.