

INSPECTION REPORT

DUCKMANTON PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112630

Headteacher: Mr G W Brown

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 29th January to 1st February 2001

Inspection number: 193745

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	West Crescent Duckmanton Chesterfield Derbyshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr H Featherstone
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
09970	Mr E J T Acaster	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21910	Mr G Longton	Team inspector	Science Information and communication technology Art and design Design and technology Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?

11901	Dr D P Lowe	Team inspector	English Geography History Religious education Areas of learning for children in the Foundation Stage	How well does the school care for its pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a former mining community to the east of Chesterfield. It serves a community which is isolated from the rest of Chesterfield. The loss of the mining industry has resulted in high levels of social and economic disadvantage, and high levels of unemployment. Families with high social needs are often re-housed in the village, and an above average proportion of pupils belong to lone parent or step families. Most of the housing is former National Coal Board rented accommodation, now owned by the local authority. The attainment of children is well below that normally found when they enter the Nursery.

There are 181 pupils on the school's roll, including 26 children who attend the Nursery on a part time basis, which means that the school is smaller than the average primary school.

Very few pupils come from minority ethnic groups, and no pupils speak English as an additional language. Some 40 per cent of pupils are known to be eligible for free school meals, which is above the national average. Close to half of the school's pupils are on the register of special educational needs, which is well above average. At just over four per cent, the proportion of pupils with statements of special educational need is also well above the national average. Pupils on the special educational needs register have a range of learning difficulties, physical disability, and moderate learning difficulties. During the last academic year, over 20 per cent of pupils joined or left the school part way through the year. This is an unusually high proportion, and presents the school with problems of continuity, especially as some pupils had attended as many as seven different schools before coming to this one.

HOW GOOD THE SCHOOL IS

This is an effective school providing a good level of care and support for its pupils and their families. The high level of movement of pupils, together with the high proportion of pupils with special educational needs in particular year groups, have meant that the school is raising attainment gradually. However, the school is in a good position to improve its results in the National Curriculum tests this year. Given the good progress made in improving the quality of the curriculum, in planning and in monitoring teaching and learning since the last inspection, the school offers sound value for money.

What the school does well

- The quality of teaching is good, and this results in pupils benefiting from good learning experiences.
- Pupils have good attitudes to school, and relationships are good overall.
- There is very good provision for special educational needs, and for children in the Foundation Stage.
- There is good provision for pupils' moral and social development.
- The school has very good procedures for assessing pupils' attainment and progress.
- Educational and personal support for pupils is good.
- Leadership and management are good: there is very high commitment to improvement.
- The school is very well staffed to teach the National Curriculum and religious education, and has very good accommodation and good resources for learning.

What could be improved

- Attainment in the National Curriculum tests in 2000 at the end of Key Stage 1 was well below the national average for all schools, and the average for similar schools: at Key Stage 2, it was well below the national average, and below the average for similar schools.
- The proportion of the school's pupils attaining the higher level 3 at the end of Key Stage 1, and the higher level 5 at the end of Key Stage 2 is well below the national average.
- The poor behaviour of a significant minority of pupils throughout the school occupies a disproportionate amount of teachers' time, to the detriment of other pupils.
- Information and communication technology is underused to support learning in other subjects.

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 April 1997. Since then, new strategies have been adopted in the

teaching of English and mathematics, and these are gradually improving attainment. However, the rate of improvement in the school's average points score for all subjects taken in the National Curriculum tests at the end of Key Stage 2 has been below the average national trend.

Since the last inspection, the quality of teaching has improved, and unsatisfactory teaching has been eliminated. The management of Key Stage 1 and the Foundation Stage has improved well, and there is much better co-ordination between the key stages. Teachers' planning for lessons is now good and lesson objectives are clear. The assessment of pupils' attainment and progress is now good, and the information it provides is used well to promote further progress. Teaching and learning in music has improved well, and pupils now reach satisfactory standards. The provision for pupils with special educational needs and for children in the Foundation Stage is now very good.

The headteacher and other key staff provide effective leadership, although the senior management team is underused as a vehicle for moving the school forward. There is very good commitment to improvement throughout the school. Teaching and learning are now monitored effectively, and priorities for development are identified and planned for well. Pupils are given relatively few opportunities to plan their own work and take responsibility for it.

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	E	D
mathematics	E	E	E	D
Science	E*	E	E	E

Key

well above average A

above average B

Average C

below average D

well below average E

very low in relation to the average E*

At Key Stage 2, pupils have consistently attained results which are below the national average since the last inspection. Results in different years have been erratic as a result of the varying abilities of different year groups of pupils. For example, in 2000, almost a quarter of the school's pupils in Year 6 were on the school's register of special educational needs, and about one third joined the school part way through the key stage. All of the pupils joining the school during the key stage had previously attended at least three schools. There has been some improvement in attainment since the last inspection. Indeed, in English and mathematics, the school is now close to the average for schools which draw their pupils from similar backgrounds, but remains well below the average in science. The school is on target to improve its results further in 2001.

At Key Stage 1, results have been well below the national average since the last inspection. In 2000, they were well below the results attained in similar schools for reading and writing, and below the average for mathematics. However, in 2000, almost half of the pupils in that year group were on the special educational needs register, and a quarter joined the school during the key stage. These pupils had attended at least two previous schools. Again, the school is on course to improve its results at Key Stage 1 in 2001.

At the end of both key stages, standards are below average in speaking and listening, and in writing, but average in reading. Inspection evidence shows that pupils achieve average standards at the end of both key stages in the other subjects of the curriculum. Pupils with special educational needs make good progress in relation to their prior attainment throughout the school. Children under five make good progress in the Foundation Stage, as do pupils in Key Stage 1. However, because they start from such low levels of attainment, they still have not attained the national average by the end of the key stage. Pupils in Key Stage 2 make satisfactory progress in their learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to school. They enjoy their work and are keen to play a full part in lessons.
Behaviour, in and out of classrooms	Most pupils are well behaved, but a minority of pupils throughout the school have poor concentration, and their behaviour is distracting to their teachers and to other pupils. Play is friendly and boisterous for most of the time.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good overall. The school makes good provision for pupils' personal development, but the personal development of a minority of pupils is unsatisfactory.
Attendance	Attendance in 1999/2000 was worse than the national average.

The school works very hard to develop good attitudes to learning, and, with the majority of pupils, is successful. All adults in the school contribute well to pupils' personal development, and pupils benefit from the secure and stimulating learning environment that the school provides. There were no exclusions in the last school year.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very 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. This is a good improvement since the last inspection. Of the 59 lessons observed during the inspection, three per cent were excellent, 31 per cent were very good, 51 per cent were good, and 15 per cent were satisfactory. Literacy and numeracy skills are well taught in the Foundation Stage and Key Stage 1, and very well taught in Key Stage 2. Teaching meets the needs of all groups of pupils within the school well. Teachers plan interesting activities in their lessons, and question very effectively to test and reinforce pupils' understanding. The management of pupils is a strength, and lessons successfully motivate pupils of different levels of ability. Teachers have high but realistic expectations for pupils' concentration and effort. It is the very good quality of teaching in Key Stage 2 which prevents behaviour from being a major problem, and enables the quality of learning to be satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and fulfils all statutory requirements. All pupils have equality of access to the curriculum. The range of activities outside lessons is less than is found in many schools.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs. The very good teaching and support that they receive mean that they make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for pupils' moral and social development is good: for spiritual and cultural development, it is satisfactory.
How well the school cares for its pupils	There is good educational and personal guidance and support for all pupils. Teachers and other adults know their pupils very well, and offer them sensitive and effective support.

The quality of learning experiences is good throughout the school. However, pupils have relatively few opportunities to plan their own learning and to take responsibility for it. Pupils and parents are very appreciative of the quality of support that the school provides for all its pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other key staff provide good leadership. They provide the school with a clear educational direction in which the welfare and support of pupils are key elements. They are committed to raising standards.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties. Governors support the school and are keen for it to be successful.
The school's evaluation of its performance	The school has good procedures for monitoring its performance, and determining priorities for future development.
The strategic use of resources	The school uses its resources well. Teachers and education care officers are deployed effectively. The good learning resources and very good accommodation are used well. The school gets good value from its expenditure.

Leadership and management have a clear vision for the school - to improve attainment within a secure and interesting learning environment. The school has a good record of care and support for its pupils, but raising attainment has proved more elusive. While all staff have a very high commitment to raising standards, the high level of pupils' movement and the high incidence of special educational needs in some year groups are making this difficult.

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 make good progress. ▪ Homework is valuable. ▪ Teaching is good. ▪ Parents are happy to approach the school with concerns. ▪ Children are expected to work hard. ▪ The school is well led and managed. ▪ Children like school. 	<ul style="list-style-type: none"> ▪ Over one third of parents have concerns about behaviour. ▪ One eighth of parents do not feel well informed about progress. ▪ One eighth of parents question if the school works closely with parents. ▪ One eighth of parents question if their children are becoming more mature and responsible. ▪ One third of parents are dissatisfied with the range of activities outside lessons.

The school issued 181 questionnaires to parents, and 16 were returned (9 per cent). This is an unusually low rate of return. Thirteen parents attended the meeting held before the inspection. These views, therefore, represent less than one parent in ten.

Inspectors support the positive views held by parents. The behaviour of a minority of pupils is a cause for concern. The school's systems for informing parents about progress are fairly typical for schools of this type, and the school makes good efforts to work closely with parents. Most children become more mature and responsible as they move through the key stages. The school provides fewer activities outside lessons than many schools of this type.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum tests at the end of Key Stage 2 in 2000, in English, 60 per cent of the school's pupils attained at least the national expectation of level 4 with five per cent attaining the higher level 5. This was well below the national average for all schools, and below the average for schools which draw their pupils from similar backgrounds. In mathematics, again, 60 per cent of the school's pupils attained at least level 4 with five per cent attaining level 5. This, too, was well below the national average and below the average for similar schools. In science, 64 per cent of the school's pupils attained level 4 at least, with five per cent at level 5. This was well below the national average and the average for similar schools. The trend in attainment since the last inspection has been erratic, but, overall, the improvement has been below the national average trend. There is no clear pattern for the attainment of boys as opposed to girls, but in most years, girls have scored further below the national average for girls than boys have scored below the national average for boys.

- 2 In the National Curriculum tests in 2000 at the end of Key Stage 1, 61 per cent of the school's pupils attained at least the national expectation of level 2 in reading, with eight per cent attaining the higher level 3. This was well below the national average for all schools, and the average for similar schools. In writing, 62 per cent of the pupils attained level 2; no pupils attained level 3. Again, this was well below the national average and the average for similar schools. In mathematics, 81 per cent of the school's pupils attained level 2 at least, with eight per cent attaining level 3. This was well below the national average and below the average for similar schools. In each subject, boys were further behind the national average for all boys than the girls were behind the national average for all girls. Attainment in reading and writing has been erratic, with only slight improvement since the last inspection. In mathematics, standards have improved steadily, and the rate of improvement has exceeded the national trend.

- 3 There are a number of reasons for these low standards of attainment. When children enter the Nursery, attainment is well below that which is found in most schools. Although pupils make good progress in their learning in the Foundation Stage and in Key Stage 1, and sound progress in Key Stage 2, the rate of progress is insufficient to get pupils to the national average by the end of either key stage. What makes this more difficult is the very small proportions of pupils who attain the higher levels at the end of each key stage. The school's task is made difficult by the above average proportion of pupils on the special educational needs register at the end of both key stages in 2000, and the very high proportion of pupils who had joined the school during each key stage. Inspection evidence suggests that the school is on course to achieve its agreed targets for English and mathematics at the end of Key Stage 2 in 2001, as it did in 2000.

- 4 Pupils with special educational needs make good progress in their learning throughout the school in relation to their prior attainment. Their needs are identified at an early stage. They are provided with good individual education plans, and their progress towards the targets identified in these plans is carefully monitored. Some

pupils benefit from very good specialist teaching, and pupils on the special educational needs register are well supported in lessons by well-briefed education care officers. They play a full part in lessons.

- 5 Attainment in information and communication technology is average at the end of both key stages. Pupils are adept at using computers, but have insufficient opportunities to use this technology to support their learning in other subjects. Attainment in the foundation subjects of art and design, design and technology, geography, history, music and physical education matches that which is found in most schools at the end of both key stages. This level of attainment in music is a significant improvement on that found at the time of the last inspection. In religious education pupils attain at the level expected for pupils following the Derbyshire locally agreed syllabus at the end of both key stages. Attainment at the end of the Foundation Stage is below that normally found. However, this is because attainment is well below the national expectation when children enter the Nursery. In fact, as a result of the carefully planned learning experiences organised for them, they make good progress in their learning.
- 6 The school has successfully introduced the National Strategies for literacy and numeracy. These strategies are beginning to have a positive impact on standards. Attainment in mathematics is now more secure than at the last inspection, and a higher proportion of pupils is on course to reach the national expectation of level 2 at the end of Key Stage 1, and level 4 at the end of Key Stage 2. In English too, a higher proportion of pupils is expected to reach the national expectation at the end of each key stage. Attainment in reading now matches that found in most schools at the end of each key stage. However, standards of speaking and listening, and writing remain below the national average. When speaking, pupils find it difficult to express their ideas at any length. This affects their standards in writing which, for most pupils, lacks varied vocabulary and extended sentences. Systematically planned opportunities for pupils to practise different forms of writing, including imaginative writing, in other subjects of the curriculum would help to develop the quality of writing.
- 7 Raising attainment has proved a slow and difficult process. The school has put a range of initiatives into place, and these are beginning to have a positive impact on standards. Perseverance with these, and further measures, will put the school in a good position to continue to improve.

Pupils' attitudes, values and personal development

- 8 Pupils like coming to their school. They find it friendly, and feel that they can join in lessons and activities. They like their teachers and helpers. They find that the work is interesting, and often fun. Pupils like to be able to go to different places and see different things. They are enjoying the freedom and privileges of the 'BAT' club, which rewards efforts and good behaviour. A few pupils have attitudes which are not so positive (if asked, they say that they like 'nothing'). In practice, most pupils show enjoyment most of the time, and, in assemblies, all pay good attention when the topic is sufficiently interesting. Attitudes to lessons are variable. Good learning habits generally have to be instilled in the Foundation Stage, and teachers and classroom assistants are skilled in unobtrusively gaining pupils' interest and compliance. Hence, by good teaching and management, pupils' natural urge to react spontaneously is gradually steered towards taking turns, lining up, and speaking and

acting with consideration. Many pupils originally lack confidence, are limited in what they can say and do, and have to be led towards taking pride in themselves and their achievements. Stability of routine and confidence in their teachers are important ingredients in maintaining a calm climate in which to develop.

- 9 By the age of seven most pupils have successfully built up satisfactory learning habits. They are generally orderly in the classroom, do not shout out, and respond promptly to instructions, for example, tidying away when asked. They apply themselves well to their work, and concentrate appropriately. They enjoy collaborating with others and do so productively. For the large majority, this continues throughout the key stages. Attitudes to work shown by the majority are often very good.
- 10 A significant minority have difficulty in maintaining concentration and self-control. Such pupils are apt to behave spontaneously and selfishly. Uncooperative behaviour ranges from indifference to sulking, through deliberate boorishness to, on rare occasions, outright fighting. One example of this was quickly and effectively dealt with. This lack of motivation slows progress in general, and can disrupt lessons occasionally. It therefore drags down, from time to time, the pace and quality of learning for the majority.
- 11 Nevertheless, attitudes and behaviour in most lessons seen during the inspection week were good. Pupils' behaviour around the school is usually sensible, with a few being inclined to untidiness and tardiness. Pupils queue appropriately when necessary. A very pleasant social atmosphere is maintained in the hall at lunchtime. Playtimes are lively, with some pupils enjoying being demonstrative, but the tone throughout is non-threatening and good-natured. Parents report that any instances of bullying are addressed promptly and effectively. No pupils were excluded from school during the last academic year, which is better than the national average. The school's record on exclusions is a good one.
- 12 Pupils with special educational needs work hard during lessons. They enjoy their tasks and, with extra support, are given good opportunities to make progress in their learning. These pupils have good relationships with their class teachers and support staff, and this is a major factor in their good progress.
- 13 The behaviour of individuals across the school varies from very good to poor. Several pupils offered very touching instances of thoughtfulness, helpfulness and politeness, and are a real credit to the school. On the other hand, inspectors were surprised by the rudeness offered to teachers on occasions. All classes maintained at least satisfactory standards of overall behaviour during the week. School property is well respected. On balance, behaviour in the school is satisfactory.
- 14 Some pupils' understanding of the impact of their actions on others is below that usually seen. Similarly, respect for other people's feelings, values and beliefs is less sensitive than is normally found. This is seen most clearly in the attitudes adopted among a minority of pupils towards members of staff who are not their direct class teacher. Lessons taken by someone different are apt to lead to some pupils quickly becoming intolerant and fractious. Despite the use of 'circle time' in all classes, acceptance and confidence in others among many pupils is insufficiently developed. The stability of learning within the school, therefore, is very dependent on the quality of relationships. Relationships within school are good overall. Pupils like and respect their class teachers and their classroom assistants. Teachers and assistants understand their pupils very well. The staff, including mid-day supervisors, site supervisor, cleaners, and secretary, work well together at all levels, and set very positive examples of co-operation and dedication. This cohesion underpins the

school's positive learning environment.

- 15 The range of opportunities for involvement in activities outside lessons is rather limited, though about 20 pupils attend the sessions available. Similarly, opportunities for taking personal responsibility and showing initiative could usefully be expanded, not least in giving pupils more opportunities to organise and be responsible for managing their own work. Pupils in Year 6 have the greatest formal range of opportunities, for example, in being House Captains, and are generally very helpful and diligent. Individuals also volunteer to help teachers. Pupils generally show satisfactory initiative and personal responsibility within the opportunities available to them.
- 16 Unauthorised absence, which has always been high, was last year twice the national average largely because some parents do not always inform the school about the reasons for their children's absence. Attendance was a little lower than the national average. The school's standard of attendance is therefore unsatisfactory, though figures for the first term of this year indicate some improvement.
- 17 The school's sensitive support for its pupils means that the majority develop good attitudes and values. This maintains the position found at the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 18 The quality of teaching is good overall. Teaching in the Foundation Stage and in Key Stage 1 is good; in Key Stage 2, it is very good. No unsatisfactory teaching was observed during the inspection. Of the 59 lessons observed, three per cent were excellent, 31 per cent very good, 51 per cent good, and 15 per cent satisfactory. In English, the quality of teaching was at least good in 94 per cent of the lessons, and very good or excellent in half the lessons. In mathematics, 80 per cent of the lessons were at least good, with 20 per cent being very good. In science, two thirds of lessons were very good or excellent, and one third satisfactory. This is a marked improvement since the last inspection. Unsatisfactory teaching has been eliminated, and the proportion of very good and excellent lessons has increased significantly.
- 19 Teachers have good subject knowledge and understanding. They have a secure appreciation of the principles of the National Strategies for Literacy and Numeracy. As a result, the key skills of literacy and numeracy are taught well. The teaching of information and communication technology is satisfactory, but insufficient use is made of this important resource to support learning in other subjects. Teachers throughout the key stages ensure that pupils are aware of the learning that is to be achieved in each lesson. Good opportunities are taken at the end of the lesson to discuss whether the objectives have been achieved. This gives pupils a clear understanding of what they are learning and why.
- 20 Teachers' planning for lessons is good. In each key stage, teachers support each other in planning so that there is continuity in learning, and pupils are able to build on previous learning. There is a good mix of whole class, group and individual work. Key vocabulary is emphasised in different subjects, so that pupils' understanding is reinforced. Homework is used well to support learning.

- 21 In the best lessons, teachers have high expectations for pupils' concentration and conduct. This results in effective learning. For example, in a very good English lesson for Years 4 and 5, the teacher demanded precision in pupils' thinking and expression. The excellent pace at which the lesson was conducted meant that pupils remained alert and interested. Very good resources were used effectively to support learning. As a result, teacher and pupils were enjoying the challenge of the work together, so that the very effective class management went virtually unnoticed. Similarly, in a very good religious education lesson for Year 1 and Reception children, the teacher's very good subject knowledge, and good understanding of how young children learn, enabled her to make a difficult subject relevant and interesting. The pupils expressed their views confidently, respected each other's contributions, and concentrated well for the whole lesson. As a result, their learning was of very good quality.
- 22 The management of pupils is a strength of teaching. It is the teachers' very good skills in managing behaviour which minimise the impact that the disruptive behaviour of a small but significant number of pupils has on learning. Indeed, it is a tribute to teachers' success in this area that, if the normal situation is disrupted, for example, if a teacher is supervising elsewhere, the behaviour of a number of pupils deteriorates markedly. Even so, most teachers have to spend a disproportionate amount of their time managing the behaviour of a few pupils, so that the flow of lessons is disrupted. This has an adverse effect on the learning of the majority of pupils who are keen to concentrate and make progress. It also means that opportunities are missed to challenge higher attaining pupils to achieve their potential. In lessons which were satisfactory, poor behaviour meant that the teacher's careful planning did not have its full impact on learning.
- 23 Teachers use time, learning resources, and education care officers well. The best lessons have a good but realistic pace, so that the lesson moves forward, but pupils have time to understand what they are learning. This learning is reinforced effectively by skilful questioning. Good resources for learning are readily available, although teachers normally exert tight control over how they are used. Few opportunities are taken to let pupils organise their own work, so that they can develop skills as independent learners. Education care officers are well briefed, and are used effectively to support learning. The school has worked well to provide more opportunities for speaking and listening. However, pupils still find it difficult to speak at any length and to use a good range of vocabulary. This difficulty with the use of spoken language affects writing, which tends to lack variety and adventure in sentence structure.
- 24 Pupils with special educational needs are taught very well when they work with specialist staff. The pupils enjoy the additional help they receive, and this has a positive effect on their learning. These pupils spend most of their time in class. Work is carefully targeted to their needs, and they make good progress in their learning. Where adult support is available, the pupils respond well, and this has a positive impact on their learning.
- 25 Teachers make good use of assessment to monitor pupils' progress, and to plan their future learning. Information from a range of assessments is used well to set future targets for individual pupils and groups. The careful monitoring of these systems is beginning to have a positive effect on progress and attainment. The use of assessment has improved significantly since the last inspection. Pupils' work is marked carefully and regularly, and supportive comments are often added to help pupils to make further progress.
- 26 Teaching has improved markedly since the last inspection. It is more sharply focused

and, as a result, attainment is beginning to improve. The school is in a secure position to go on to improve further.

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

- 27 The school's curricular provision is good. The curriculum is broadly based, and includes all the statutory requirements for National Curriculum subjects and religious education according to the locally agreed syllabus. An appropriate amount of time is given to all subjects, including additional time to English and mathematics to meet the requirements of the National Literacy and Numeracy Strategies.
- 28 The previous inspection identified the need to provide policies and schemes of work for all subjects. This has now been accomplished. The role of the subject co-ordinator has been strengthened, but the school recognises that further development is needed to allow all co-ordinators sufficient time to monitor pupils' work, and the standard of teaching in lessons.
- 29 The National Literacy and Numeracy Strategies have been implemented very successfully throughout the school. The teachers' planning for literacy and numeracy is good. They have clearly identified practical activities and tasks for pupils with differing abilities, and have established a range of very effective assessment procedures.
- 30 All statutory requirements for the curriculum are met for pupils with special educational needs. They are well supported and have access to the full National Curriculum. Individual education plans are available for all pupils, and these indicate the support that the pupils need. The tasks set in class are usually well matched to pupils' ability. In classes where pupils have additional support this has a particularly positive impact upon their learning.
- 31 Social inclusion for all pupils is a strength of the school. All staff make strenuous efforts to include pupils of all abilities and backgrounds in every activity. There is equality of access and opportunity for all pupils. The school makes every effort to involve the parents of pupils with special educational needs. Parents expressed satisfaction with the school's efforts to help their children.
- 32 Opportunities for extra-curricular activities are limited, and are fewer than one would find in many schools of similar size. However, the school does provide for music tuition and some sports activities. Linked to the school's systems to improve behaviour, teachers organise lunchtime clubs and these are very popular with pupils. Links with partner schools to facilitate transfer at the age of 11 are satisfactory.
- 33 Health education starts at an early age. It includes lessons on healthy eating and a programme of sex education in the late years of Key Stage 2. The community policeman helps pupils to become aware of the dangers of drugs. The school has good links with the local community and many pupils attend the Saturday Club held in the community centre, which is in part of the school building. A toddlers' group meets on Wednesday mornings with their parents, and this creates an important link between the school and families. The school shares the use of the village minibus, and the local estates committee contributes to the cost of swimming lessons for the

pupils. The school is part of an Education Action Zone, and, through this, links with other primary and secondary schools are improving. The school maintains good links with the local support services to help pupils with special educational needs.

- 34 The school uses planned visits well to enhance pupils' curricular experiences. There is a residential weekend, when Year 5/6 pupils have the opportunity to experience a whole range of sporting activities. Infant children visit Whitepost Farm to support work in science. Other pupils, when studying The Tudors visit Haddon Hall. Pupils have the opportunity to make their own pots on a visit to The Pottery Museum in Stoke-on-Trent. Visits are also arranged to Chatsworth House and the Tramway Museum. Year 5/6 pupils visit Skegness, in alternate years, to compare their own area with a different environment. The school uses the community effectively to support learning.
- 35 The school's provision for spiritual, moral, social and cultural development is good overall.
- 36 Provision for pupils' spiritual development is satisfactory. It is developed through the daily assemblies and religious education, which provide pupils with knowledge and understanding of other major faiths as well as Christianity. Daily acts of worship vary in quality. Staff link assemblies effectively to the school's theme of the week. The Reception and Year 1 class conducted an assembly for the whole school which was very good. With role-play, singing, and choral speaking, they told the story of Jesus feeding five thousand people. The large number of parents present, and the whole school, enjoyed their presentation, which made a fitting climax to the series of assemblies on the theme 'awe and wonder'. Year 1 pupils illustrated this when they were filled with awe and wonder themselves when observing the paintings they had produced with marbles and paint. An assembly observed in Key Stage 1 was of high quality. In this assembly, conducted by the co-ordinator for religious education, the theme of the week was brought home to pupils in a spectacular way. Pupils listened with real awe and wonder to the teacher as she told the story of Jesus turning water into wine. Other assemblies were less effective in promoting spiritual development.
- 37 During assemblies and in classes, pupils are given commendations for their endeavours and good work. This provides good opportunities for them to gain insights into their own personal worth. There are good opportunities for pupils to reflect upon work of famous artists and to produce artwork themselves in the same style. Music too plays a part in the development of pupils' spirituality. As they enter and leave assemblies, pupils listen to recorded music. Pupils were observed in one assembly and in singing lessons, benefiting from the help of a friend of the school who provided piano accompaniment on a voluntary basis. The central garden courtyard also provides pupils with a quiet area, and this too helps pupils' spirituality. The headteacher and co-ordinator for religious education monitor planning to ensure that appropriate opportunities for developing the spiritual elements of a subject are in place.
- 38 Provision for moral development is good. The school's 'Golden Rules' are displayed in classrooms. All staff have a positive approach to behaviour. Pupils are helped to understand the difference between right and wrong, and to see the consequences of their actions on others and themselves. There is a strong emphasis on good behaviour throughout the school. The staff aim to create an orderly environment, and to help pupils to become responsible members of the community. All adults in the school set a good example to pupils, and encourage good relationships. Collective worship makes a valuable contribution to pupils' moral development.
- 39 The provision for pupils' social development is good. Social skills are developed

successfully in most lessons. The teaching and non-teaching staff work hard to build up in pupils an awareness of the school as a community, where each member is valued and works for the common good. 'Circle time' helps pupils to build up confidence and relate to other members of the class. Pupils are expected to take care of their surroundings and to take responsibility for classroom equipment. Pupils in all age groups are encouraged to work in pairs and small groups, and to undertake responsibilities. Pupils help as monitors in classrooms, and older pupils look after younger pupils at lunchtime. The residential visit organised for Years 5 and 6 pupils plays a significant part in the pupils' social development.

- 40 The provision for pupils' cultural development is satisfactory. All pupils are encouraged to appreciate and celebrate their own culture through the work of a variety of artists, and by listening to and appreciating music. Classrooms and other areas provide stimulating displays of artists' work as well as celebrating the pupils' own efforts. The Literacy Hour is successfully introducing pupils to a range of authors which, over a period of time, will enrich their knowledge of literature. The school provides a range of cultural experiences through visits to places of interest, for example, Haddon Hall, to study the life of The Tudors and The Pottery Museum in Stoke-on-Trent. Through history lessons and visits pupils appreciate how life has changed. Opportunities for discovering the diversity and richness of other cultures, whilst satisfactory, are less well developed.
- 41 The quality of the curriculum has improved since the last inspection. The school is in a good position to continue to improve.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 42 The school provides an almost uniformly good standard of care for all its pupils. One area continues to be less satisfactory, that of monitoring and improving attendance. This was found to be unsatisfactory at the last inspection. Despite various measures having been taken in the meantime, management systems are not currently effective in ensuring sufficiently positive action when pupils are absent. Much improvement, however, has been made in relation to the procedures for assessment of pupils' attainment and progress. Previously unsatisfactory, this important aspect of the school's effectiveness is now very good.
- 43 The headteacher and staff of the school are very effectively committed to the welfare and guidance of their pupils. Teachers know individual pupils very well. They take pains to make sure that they know all that they can about their pupils' physical, emotional and intellectual needs. They work very closely with each other to support the progress of lessons and the behaviour and learning of all pupils, and try, to that end, to secure a good relationship with parents. They set very good examples to pupils. Their concern and supportive relationships underpin the school's good learning ethos.
- 44 The school has successfully worked at refining its strategies for monitoring and promoting good behaviour. The latest policy of positive reward for good behaviour is being very well received among pupils, who clearly enjoy the privileges of the lunchtime 'BAT' Club. Pupils like the house-point system and the weekly celebration assemblies. Sanctions are well understood by pupils. Teachers and classroom

assistants maintain records of incidents, keeping a close eye on pupils' whose behaviour is troublesome. Any oppressive behaviour is quickly addressed. Behaviour is generally managed well by staff.

- 45 A computerised attendance recording system, introduced after the previous inspection, had to be discontinued when it was found that the system was not 2000 compliant. An updated system has only recently been re-introduced, and the procedures have not yet been fully implemented. Registration recording meets statutory requirements. Monitoring of absences has been inconsistent, and, in practice, pupils' absences are not followed up sufficiently closely. Reminders to parents concerning absences without explanation have recently been haphazard. In relation to attendance, the school does not have the benefit of close support from the education social worker on the ground: this would be of particular value when many parents are not available by telephone. Procedures for monitoring and promoting attendance are therefore currently unsatisfactory.
- 46 Child protection procedures and awareness are good. The school has much experience in such matters, and a good working relationship exists with the external authorities. The school's working environment is safe, and pupils are supervised well throughout the school day. The site supervisor and cleaning staff work hard to ensure that the building and equipment are very well maintained. First aid is provided in the school's pleasant medical room, and good records are kept.
- 47 Pupils with special educational needs are well supported in their work in the school, and are helped to achieve the targets set in their individual education plans. This support is provided in class by teachers and education care officers, and, in withdrawal situations, by special educational needs staff. School staff are well supported by an external team of specialists and advisors. Careful records are kept of all assessments made of pupils' with special educational needs, and these are used well to guide future plans for learning.
- 48 The procedures for assessing pupils' attainment and progress are very good. This is a significant improvement since the last inspection, when the newly agreed assessment policy was not operating effectively, and practice was inconsistent. A key issue for action in that report was to ensure that curriculum plans clearly identified what pupils should know, understand and do, and to use these as targets for the continuous assessment of pupils' progress. It also required the school to develop better methods for monitoring what is taught. This issue has been fully addressed.
- 49 Children are formally assessed on entry to the Nursery, and those who require specific help are given regular additional support; their progress is formally assessed again at the end of the year. All children are formally assessed on entry to the Reception class, and individual targets are set to help them to achieve their potential. A further formal assessment, at the end of the children's time in the Reception class, identifies the progress that has been made, and areas for further improvement. Similarly, pupils in Year 1 undertake a published middle infant screening test during the autumn term and towards the end of the summer term. This tests their skills in letter formation, their listening skills, written vocabulary and phonic skills. The results are used to influence planning, set targets, and to provide support, where needed. Pupils in Key Stage 1 are set a literacy target, a numeracy target, and a general target, each half term. Their progress is carefully monitored.

- 50 Pupils take the statutory National Curriculum tests and assessment at the ages of seven and eleven. They also undertake non-statutory tests in Years 3, 4, and 5. Data from these tests is used to guide future lesson planning and to ensure that the needs of individual children are addressed. The progress of pupils in reading, spelling and writing is regularly assessed at each key stage. Their ability in mathematics and their acquisition of scientific knowledge, skills and understanding are assessed each year. Their computer skills and religious knowledge are also assessed. Pupils in Key Stage 2 are set two literacy targets and one numeracy target each half term. Additional literacy support is currently directed to groups of pupils in Year 3, and numeracy support to groups of pupils in Year 5. Pupils in Year 6 receive additional help through booster classes, with the aim of raising their achievement in the statutory National Curriculum tests.
- 51 Teachers collate the results of formal and informal tests and build up an academic profile for each pupil. This is passed on to the receiving teacher as pupils progress through the school, and on to secondary school. Teachers know individual pupils very well, and are aware of their specific needs. They respond to them in a very positive and supportive way. The information gained from assessment is used successfully to highlight the strengths and weaknesses of individuals and groups of pupils in order to seek to address them. Areas identified for improvement are detailed in the school development plan each year, with the targets and the actions to be taken being clearly identified.
- 52 All assessment data is carefully analysed by the senior management team and discussed at staff and governor meetings. The headteacher and the co-ordinators for English and mathematics observe teaching and learning, in addition to monitoring teachers' plans. Co-ordinators in all other subjects monitor teachers' plans, in order to ensure coverage of the subject, and that pupils' progress is planned systematically. In addition, the school's link adviser, other local authority advisers, and curriculum consultants have critically appraised the work of the school by examining plans, observing lessons, evaluating data, and making recommendations. The school is a member of a small group of schools that has obtained a two-year grant to enable them to undertake a project on obtaining and analysing assessment data. This should prove of considerable benefit to the school. At the end of each year, teachers predict the National Curriculum level that each pupil is expected to attain in English, mathematics and science at the end of the key stage. Targets are set to help pupils to achieve the predicted level.
- 53 Monitoring has proved particularly effective in identifying writing and spelling as areas for improvement at both key stages, and reading at Key Stage 1. As a result, a new approach to learning phonics has been implemented in Key Stage 1, and more time has been allocated to writing in both key stages. In Key Stage 2, a new scheme of work in spelling has been introduced. These initiatives are beginning to have a positive impact on pupils' academic progress, and demonstrate that the school is effective in the way in which it uses information from assessment to promote attainment and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 Parents and carers are pleased with the school. They find it friendly and welcoming. Their concerns are listened to and acted on. Parents think that teaching is good and that their children are making good progress. The school is very supportive to its pupils, and staff work very hard to motivate and interest them all. As a result, children like coming to school. Children with special educational needs are well integrated, and their education is carefully and sensitively handled. In general, parents approve of the homework arrangements, and feel reasonably well informed about

their children's progress and what is happening in the school. Parents and carers had no significant issues to raise about the school's handling of their children's education. The inspection team is in general agreement with these favourable opinions.

- 55 The school provides parents with satisfactory information. The prospectus and annual report of the governing body meet statutory requirements. Newsletters are sent home each month, and notices are displayed. Parents are not, however, routinely given advance knowledge of what their children are to be taught, and written information is generally not presented in a visually attractive way.
- 56 Parents of pupils with special educational needs are informed as soon as their child is placed on the school's register, and, thereafter, are kept fully informed about their child's progress. Parents whose children have a statement of special educational need are involved in reviewing the targets set for their children. During parents' evenings, parents have opportunities to talk to the special education needs support teacher about their children. Through review meetings and other avenues, the co-ordinator develops a close working relationship between school and home.
- 57 On the other hand, much information is communicated informally by teachers, which is what many parents prefer. The school has an open and friendly ethos, and most parents readily take advantage of the opportunities to come in and discuss any concerns. They enjoy watching assemblies in which their children are taking part. This culture starts in the Nursery, which has its own parent-friendly booklet, and is continued in the Reception class, where parents may spend a short time at the start of the day taking part in the learning with their child. A similar opportunity for children and parents to share the fun of playing English and mathematics games together is provided for Year 1 and 2 each week. The school very much values these contacts and hopes that they will promote mutual understanding and confidence.
- 58 Most parents, and many pupils, have signed the home/school partnership agreement. Most parents come to the consultation meetings held in autumn and summer. Relatively few, however, attended the school's meetings which explained about the new arrangements for literacy and numeracy, even though many parents support their children's reading well by listening to them read at home. The reading records, which go home, are of a better quality than that found in many primary schools, but the accompanying information given to guide and stimulate parents is less good.
- 59 The quality of the annual academic reports to parents has improved since the last inspection, and is generally good. They now comply with statutory requirements. They give careful attention to explaining what pupils know, understand and can do, with comments about what could be improved. Pupils are expected to write down something of which they are proud and to draw an illustration. They are then given a section on which to write their comments about the report. Having applied themselves substantially to the contents, the children are generally able to persuade their parents to make a further contribution in the parental comment section.
- 60 Overall, parents make a satisfactory contribution to their children's learning. Most are supportive of the school, and of their children, getting them, for example, to arrive punctually. They support the school's homework arrangements. Very few volunteer to assist in school, but others help at events run by the very active parents' and friends' association. The funds raised provide a valuable addition to the school's resources. Parents are well represented on the governing body. Some exercise responsibilities in connection with the community resources within the school, and the wider educational and social functions provided there.

- 61 Taken overall, the school is active in trying to secure parental support for its work. Its effectiveness, and the impact of parents' involvement on the work of the school, are both satisfactory.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 Leadership and management have a clear vision for the school which is shared by the governing body. It is that the school will provide pupils with a positive attitude to enable them to attain well academically, within a secure and supportive learning environment. The school wishes to give its pupils hopes and aspirations to succeed in life at a level appropriate for them. It hopes that pupils will develop into good citizens, with family values, who respect themselves, others, and the world in which they live. The school wants to be valued as a central element in the village community. The school succeeds in providing a secure and welcoming environment in which pupils feel valued, and the school is valued by parents and the local community.
- 63 The headteacher, ably assisted by his deputy and other key staff, provides good leadership. Under his guidance, the school has responded well to the last inspection, and had good success in meeting the key issues identified in that report. There has been good progress in improving the quality of teaching and the management of the three key stages. Co-ordination between the three key stages has improved markedly. Lesson planning is now much more secure, and procedures for assessing pupils' attainment and monitoring their progress are now very good. Standards in music have improved well.
- 64 However, raising standards of attainment has proved more elusive. While standards have risen, the average rate of improvement has been below the national trend since the last inspection. The school has put a number of initiatives into place, and these are gradually having a positive impact on standards in English, mathematics and science. A major problem is the very small proportion of pupils who gain the higher than expected level 3 at Key Stage 1, and level 5 at Key Stage 2. In 2000, on average, the proportion of pupils attaining level 3 at Key Stage 1 was about one third of the national average. At Key Stage 2, the proportion gaining level 5 was less than one fifth. The high numbers of pupils on the special educational needs register in Years 2 and 6 in 2000, together with the high proportion of pupils who joined the school during the key stages, help to explain this. Even so, management recognises the need to establish strategies to challenge higher attaining pupils, so as to increase the proportion obtaining the higher levels at the end of both key stages.
- 65 The headteacher is supported by a senior management team of three. The deputy headteacher and her two colleagues have responsibilities which they manage effectively. However, the senior management team meets as a group formally only once per term. This means that opportunities are missed to use the senior management team as a key group to drive the school forward.

- 66 Strategic planning is sound. The headteacher monitors the quality of teaching and learning effectively. The school development plan is a useful working document which identifies priorities for development and establishes procedures for monitoring progress towards them. Teachers, in their roles as subject co-ordinators, and the governing body are involved appropriately in drawing up the school development plan. It then evolves into a rolling programme as new priorities are identified, and previous ones are achieved.
- 67 Equality of access and opportunity are a central feature of the school's work. All pupils are fully included in the school's programmes of work, and care is taken to ensure that gender and ethnicity have no adverse impact on equality. Pupils with special educational needs have full access to the curriculum and all other aspects of the school's activities.
- 68 The provision for special educational needs is well led and managed. The co-ordinator has time allocated for administration, and she uses this time to keep her well organised records up to date. She also meets parents regularly in order to help them to support their children's learning. The requirements of the special educational needs Code of Practice are fully met.
- 69 The school runs efficiently on a day-to-day basis. Its routines are clear and well understood. The school makes satisfactory use of new technology in its daily work. It is well used in administration, and pupils throughout the key stages have a sound understanding of how to use computers. However, the use of information and communication technology to support learning in other subjects is an area for development.
- 70 The governing body is supportive and fulfils its statutory duties. It has a sound committee structure to support its management of the school. A number of governors are relatively new to their duties, and are undertaking training to help them with their responsibilities. Governors have a good awareness of the school's strengths and areas for development, and have realistic ambitions for the school to go on to improve. The headteacher is appreciative of the governing body's support, and its role as 'critical friend', as it helps to identify priorities and monitors progress towards them.
- 71 Finance is managed well. The headteacher and his colleagues draw up a draft budget, which is presented to the finance committee, and then, after discussion, to the full governing body. Once it is agreed, expenditure, which is designed to support the school's agreed priorities, is monitored by the finance committee at its regular meetings. The school takes good care to ensure that it achieves best value from its expenditure.
- 72 The school is very well staffed to teach the National Curriculum and religious education. The education care officers are very effectively deployed overall to support teaching and learning, although there are occasions, for example, in a Reception/Year 1 physical education lesson, when there is a lack of support. Teaching and non-teaching staff work well together, and their effective partnership is a key feature in attaining the quality of education that the school achieves. Teaching is well managed by the headteacher and the key stage co-ordinators. New staff, teaching and non-teaching, are settled effectively into the school, and the school contributes to the training of new teachers and other staff, such as nursery nurses.

In service training is available to all staff, including education care officers and lunchtime assistants. The school is developing an effective structure to evaluate performance management.

- 73 The school benefits from very good quality recently built accommodation and from good learning resources. The building provides an attractive and welcoming learning environment, enhanced by good displays of pupils' work. There are good hard surface play areas, and an adjacent playing field.
- 74 The school has improved well in a number of areas since the last inspection. The very good commitment to improvement which is shared by all staff suggests that the school is in a good position to go on to improve further. However, improvement in attainment remains below the national average. Given this, overall improvement since the last inspection is judged to be satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75 In order to improve further the quality of education provided by the school, and to raise standards of attainment, the governing body, headteacher and staff should:

- (1) continue to improve attainment in the core subjects of English, mathematics and science by planning opportunities for pupils to practise the skills of literacy and numeracy in other subjects, and reviewing the science curriculum so that pupils build up their knowledge, skills and understanding systematically through the key stages; (see paragraphs 1, 2, 6, 23, 64, 93, 94, 98, 101, 109, 110, 112, 121, 122, 150);
- (2) develop strategies to challenge higher attaining pupils so that they reach their potential academically; (see paragraphs 1, 2, 23, 64, 93, 94, 108, 122);
- (3) develop further strategies to manage the behaviour of the significant minority of disruptive pupils in both key stages, so that teachers can devote more of their time to the majority of pupils who wish to make progress in their learning; (see paragraphs 10, 22, 98, 105, 116, 127, 148, 158, 164, 165, 167);
- (4) develop the use of information and communication technology to support learning in subject areas across the curriculum; (see paragraphs 6, 19, 69, 121, 123, 128, 155).

Other points for development which should be considered by the school:

- (1) to develop the roles of the senior management team to give key staff more opportunities to contribute to the management of the school; (see paragraph 65);
- (2) to explore ways in which pupils can take greater responsibility for their own learning, with a view to raising their confidence and self esteem; (see paragraphs 15, 23).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	31	51	15	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)	13	164
Number of full-time pupils known to be eligible for free school meals	0	67

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	52

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	15
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence	%
School data	5.1
National comparative data	5.2

Unauthorised absence	%
School data	1.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	11
	Girls	9	8	10
	Total	16	16	21
Percentage of pupils at NC level 2 or above	School	62 (67)	62 (70)	81 (80)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	10	11
	Girls	9	10	10
	Total	17	20	21
Percentage of pupils at NC level 2 or above	School	65 (67)	77 (83)	81 (87)
	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	9	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	7
	Girls	9	8	7
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	59 (50)	59 (55)	64 (45)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	3
	Girls	10	9	9
	Total	12	13	12
Percentage of pupils at NC level 4 or above	School	55 (59)	59 (64)	55 (68)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	144
Any other minority ethnic group	2

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)	7.7
Number of pupils per qualified teacher	21.3
Average class size	27.3 am 32.8 pm

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	163

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	29

Number of pupils per FTE adult	9.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	382,652
Total expenditure	385,471
Expenditure per pupil	2,072
Balance brought forward from previous year	5,840
Balance carried forward to next year	3,021

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	181
Number of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	0	6	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	31	31	13	25	0
My child gets the right amount of work to do at home.	50	31	6	0	13
The teaching is good.	50	44	0	0	6
I am kept well informed about how my child is getting on.	44	31	12.5	0	12.5
I would feel comfortable about approaching the school with questions or a problem.	56	44	0	0	0
The school expects my child to work hard and achieve his or her best.	56	31	6	0	6
The school works closely with parents.	38	44	6	6	6
The school is well led and managed.	31	56	0	0	13
The school is helping my child become mature and responsible.	44	38	12	0	6
The school provides an interesting range of activities outside lessons.	25	31	19	12.5	12.5

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

- 76 There has been a significant improvement in the provision for pupils in the Foundation Stage since the last inspection. Then, a key issue was to improve the management of the early years and infant departments, so as to ensure better co-ordination of work, and to provide more detailed plans for work in the Nursery. The school was required to use these as targets for continuous assessment of pupils' progress, and to implement better methods for monitoring what was taught. Provision is now very good. Teachers in the early years department plan carefully together, and ensure that all aspects of the early learning goals are taught. There is appropriate emphasis on developing literacy and numeracy skills. Teaching is good overall, and good support from the Nursery nurse and education care officers have a very positive impact on children's learning.
- 77 Children's standards at the end of the Foundation Stage are below national expectations for their age in language and literacy, mathematical development, physical development, and personal, social, and emotional development. They are in line with national expectations in creative development and in pupils' knowledge and understanding of the world.
- 78 The attainment of pupils on entry to the Nursery is well below the average for the county and that normally found nationally, particularly in speaking and listening and in literacy. Children are formally assessed on entry. Those who require specific help are given regular additional support; targets are set, and children's progress is again formally assessed at the end of the year. Children are formally assessed on entry to the Reception class and individual targets are set to help them to achieve their potential. A further formal assessment at the end of the year identifies the progress made towards the early learning goals and establishes areas for further improvement. Two children in the Foundation Stage have been identified as having special educational needs, and others have yet to be assessed.
- 79 Children make good progress in the Nursery, due to good teaching and support. In the Reception class, they build on their experience in the Nursery, and continue to make good progress. There are many strategies in place to improve standards of attainment. The new early learning goals are well established, and the results of assessments are used to guide teachers' planning. Parent/teacher consultations take place before children join the school. Parents are advised on how they can prepare their children for school and support them during their time in the Nursery. A similar consultation takes place at the time of the children's entry into the Reception class. These links with parents are effective, and parents are encouraged to contribute to their children's learning at home and at school. Children enter the Nursery at the age of three years and attend part time; they attend full time in the Reception class.

Personal, social and emotional development

- 80 Children's standards at the end of the Foundation Stage are below national expectations for their age in personal, social and emotional development, but this represents good progress from standards which were well below those expected on entry. Most children settle quickly into the routines of the Nursery and the Reception class. Their attitudes to school are good, and they enjoy coming to school. They quickly learn to feel confident about their achievements and positive about their goals.

The calm, welcoming atmosphere helps them to feel valued and secure. Language development and communication skills are given a high priority. Children are encouraged to listen attentively, to speak clearly and to extend their vocabulary. They learn to play together in the Nursery and to express and communicate their feelings through imaginative play. They are interested and motivated to learn. For example, they listened to a tape, 'Playtime' and joined in the songs and actions enthusiastically. They are confident in trying out new activities. They select and use activities and resources independently, including the use of the computer. They form good relationships with adults and their peers. They learn to dress and undress independently and manage their own personal hygiene.

- 81 Their independence is further developed in the Reception class, where children are encouraged to take on an increasing number of responsibilities within the class. Their understanding of right and wrong was demonstrated in a religious education lesson on special journeys, particularly the journey made by Jonah to Ninevah, in the Old Testament. In discussing Jonah's initial reluctance to make the journey that he was asked to undertake, the children drew on their own experiences of refusing to do what a parent or teacher asked them to do, knowing that it was wrong to refuse. In 'circle time', some children talked sensitively about good and bad behaviour and its effect on others.

Communication, language and literacy

- 82 Children's standards at the end of the Foundation Stage are below national expectations for their age in reading, writing, speaking and listening, but the good progress made in the Nursery continues in the Reception class, and standards have been raised from a very low starting base. There are many formal and informal opportunities in both classes to develop the skills of effective communication. Most children gain confidence in articulating their ideas. In both the Nursery and Reception class, planning is based on topics which include all six areas of the early years' curriculum, with the result that there is constant reinforcement of language and vocabulary related to the topic. All adults are effectively involved in helping to develop children's speaking and listening skills, as they interact with the children in their different activities. For example, the emphasis during the inspection week was on developing the concepts of long, short; longer, shorter; longest, shortest, through a variety of planned activities.
- 83 There is a daily short introduction to the Literacy Strategy in the Nursery, which is extended during the Reception class, so that children eventually experience the full hour. They enjoy listening to stories, and are encouraged to join in. Children in the Nursery turn the pages of a book correctly and 'read' the story in their own words. Children in the Reception class know how a book is organised. They identify the title and make suggestions about how a story might end. The early development of phonics is made enjoyable. Children in the Nursery are already linking sounds to letters confidently, and exploring the meaning and sounds of new words. They are making good progress in their ability to retell narratives, such as 'Goldilocks and the three bears', in the correct sequence, drawing on the language patterns of these stories. Many of the children in the Reception class are confident in identifying initial and final sounds and short vowel sounds within words. The majority of children recognise their own written names, and a significant number can write them. They

are beginning to use phonic knowledge to write simple regular words. They attempt writing for various purposes, using features of different forms, such as lists, stories and instructions.

Mathematical development

- 84 Children's standards at the end of the Foundation Stage are below national expectations for their age in mathematical development, but good progress has been made from a very low starting base. This area of learning is well provided for in the daily introduction of the Numeracy Strategy and in the choice of associated activities which are provided. Most children in the Nursery say and use number names, in order, in familiar contexts. They count reliably up to 10 everyday objects. Children in the Reception class recognise numerals from 1 to 9 and find one more or one less than a number from 1 to 10. They count forwards and backwards from 0 to 15. They begin to relate addition to combining two groups of objects, and, subtraction to 'taking away'. In practical activities and discussions, they are beginning to use vocabulary associated with adding and subtracting. In a lesson observed, children in the Reception class demonstrated that they understood how a balance works. They confidently used the terms 'heavier' and 'lighter', as they weighed objects to find out if they were heavier or lighter than a teddy bear. They classified the different groups with reasonable independence.
- 85 There are many opportunities for children to develop mathematical language. For example, in a lesson in the Nursery, they were encouraged to estimate whether various sized pieces of card were 'big enough' to make beds for five different sized bears, and which baby clothes would fit each of them. The teacher encouraged them to give reasons for their selection. Children in the Reception class used mathematical terms, such as 'the short side', when putting together a model of Jonah and the fish in a religious education/design technology lesson. Children in the Reception class recognise simple shapes. They identify and create simple patterns. Activities in the Nursery and the Reception class support mathematical development well. The emphasis is on understanding and using numbers in practical contexts, for example, counting how many children are present. There are books relating to number, puzzles, games, computer programs and weighing activities. Pupils thread and count beads and building blocks, and make patterns, thus consolidating their skills.

Knowledge and understanding of the world

- 86 Children's standards at the end of the Foundation Stage are in line with national expectations for their age in knowledge and understanding of the world. They enter the Nursery with a very basic understanding of the world. They make good progress in the Nursery and the Reception class, and the majority of children achieve the early learning goals by the end of their time in the Reception class. They learn about the layout of the school, and the people who work in it. They learn about themselves and their families. They explore the locality of the school and learn about people in the community who help them. Children in the Reception class talk about the features that they like or dislike. They gain a sense of the past by studying old toys. In talking about their families, they begin to develop a sense of time and relationships. They look at photographs of themselves as babies and toddlers, in order to understand the difference in time and growth. They learn about different cultures and beliefs through stories and assemblies.

- 87 They are introduced to scientific ideas through studying materials, and deciding on the best materials for keeping cool or warm. They observe and identify features of the natural world, grow bulbs, and study new growth. They use information and communication technology to support their work. Children in the Nursery confidently use the mouse to explore the programs 'More Games' and 'Play Time'. Children in the Reception class match games on the computer. They build and construct with an increasingly wide range of objects, selecting appropriate resources, and adapting their work where necessary.

Physical development

- 88 Children's standards at the end of the Foundation Stage are below national expectations for their age in physical development. During their time in the Nursery and Reception class, they make good progress from a very low starting point. They develop their ability to move with confidence, imagination, control, and co-ordination progressively, and safely. They become increasingly aware of space, of themselves, and of others. They use the wheeled vehicles in their outdoor play area with skill and control, and with awareness of others.
- 89 In a lesson observed in the Reception class, in the school hall, children demonstrated a good awareness of space and others around them as they developed their catching skills using soft balls and bean bags. They learn to use a range of small and large equipment. In physical education lessons, they travel around, under, over and through balancing and climbing equipment. They are beginning to recognise the importance of keeping healthy, and of the things that contribute to a healthy lifestyle. They recognise the changes that happen to their bodies when they are active, such as their heart rate increasing.

Creative development

- 90 Children's standards in creative development at the end of the Foundation Stage are in line with national expectations for their age. Their creativity is developed within a supportive learning environment. They are given time to explore and experiment with ideas, materials and activities. They develop confidence in trying out new ideas, as adults work alongside them, talking to them about their work and introducing appropriate vocabulary. They explore colour and texture through a range of resources and sensory experiences, and talk about their observations. They experiment with different media to draw themselves and others. They use different shapes and materials to print with. They talk about similarities, differences and patterns. They experiment with dough, making long and short, thin and fat shapes. They talk about how it stretches. They explore what happens when they mix colours. Children in the Reception class understand the terms, darker/lighter, thicker/thinner and shade. In both classes, they explore form and shape in two and three dimensions, for example, when they make kites and jack-in-the-boxes in the Nursery, and collages in the Reception class.
- 91 They recognise and explore how musical instruments can be played in different ways to produce different sounds. They respond to sound with body movements and enjoy joining in games and dances. They sing familiar Nursery rhymes and songs with enthusiasm, tap out repeated rhythms and 'compose' music. In role play in the Nursery, they begin to use their imaginations. Children in the Reception class sustain aspects of characters in their role-play.

- 92 Children make a positive start to their education in all areas of learning. They are engaged in activities which, as a result of ongoing assessment, are carefully matched to their individual needs. The quality of teaching for children in the Foundation Stage is good overall. In one lesson in the eight observed, teaching was very good, in one lesson, it was satisfactory, and, in six, it was good. Teachers are sensitive to the needs of the children, and to the need to introduce them to a wide range of experiences to promote progress. There is a good appreciation of how young children learn, and teachers are very skilled in the way in which they manage their classes. They are supported very well by the nursery nurse, and by education care officers. It is this skilful teaching which enables the children to make good progress in their learning during their first two years in the school.
- 93 The Foundation Stage is very well led by a skilled and experienced co-ordinator, who works closely with the Nursery and Reception staff. They work as a team to provide a broad, balanced, relevant and enriched curriculum, and to plan and assess children's progress well in the early learning goals. The issues raised by formal and informal assessment in the Nursery and Reception class are addressed effectively. The staff work very effectively together for the benefit of all the children in their care.

ENGLISH

- 94 Attainment at the end of Key Stage 1 in the 2000 National Curriculum tests was well below the national average in reading and writing. The percentage of pupils achieving the higher than expected level 3 was well below the national average and well below the average for similar schools. On the basis of teacher assessments, the percentage of pupils reaching the expected level, or higher, was well below the national average in speaking and listening. Attainment in reading has improved since 1996, but has been consistently below the national average. Attainment in writing has been well below the national average since 1996, except in 1997 when it was close to the national average. Taking the three years 1998 to 2000 together, the figures show that the performance of pupils in reading and writing fell below the national average for their group. Boys performed better than girls in reading and writing. This position was reversed in 2000, when girls performed better than boys in reading, and slightly better than boys in writing.
- 95 Attainment at the end of Key Stage 2 in the 2000 National Curriculum tests in English was well below the national average; it was below the average for similar schools. Attainment in English has been consistently below the national average since 1996. It fell sharply in 1998. It rose again in 1999 and improved further in 2000, although it remains well below the national average. Taking the three years 1998 to 2000 together, the figures show that the performance of pupils in English fell well below the national average for their age group. Boys performed better than girls, but this position was reversed in 2000, when girls performed significantly better than boys. Overall, attainment shows some improvement since the last inspection.
- 96 Pupils' attainment on entry to the school is well below the standard expected for their age with regard to the development of literacy skills. Inspection evidence confirms that all pupils, including those with special educational needs, make good progress at Key Stage 1. Pupils with special educational needs continue to make good progress at Key Stage 2, because of their high level of support. Other pupils make satisfactory progress. This represents an improvement since the last inspection, when progress was satisfactory for all pupils, including those with special educational

needs, except in reading at Key Stage 2, where progress was good. Work seen during the inspection shows that standards are in line with the national average in reading and below average in writing and speaking and listening at both key stages.

- 97 A key issue at the last inspection was to improve standards in English by providing more opportunities throughout the school for pupils to develop their speaking and listening skills. The school was also required to put into practice the work on reading outlined in the school development plan, to provide a wider range of opportunities for writing, ensuring that sufficient time was spent on this, and to mark writing more constructively. The school has successfully addressed these issues. As a result, attainment in reading is now in line with the national average at both key stages, opportunities for pupils to increase their speaking and listening skills have been increased and more time has been allocated to writing. A new approach to learning phonics has been implemented in Key Stage 1. In Key Stage 2, a new scheme of work in spelling has been introduced. Pupils in Key Stage 1 are set one literacy target each half term and pupils in Key Stage 2 are set two targets. These initiatives are beginning to have a positive impact on pupils' academic progress. A major target in the school development plan is to raise the standards of literacy throughout the school.
- 98 The National Literacy Strategy is now effectively in place and teachers are confident in its organisation and teaching. There is planned progression for the development of speaking and listening skills throughout the school. Additional help is provided for small groups in most classes, during the Literacy Hour. Additional literacy support is provided for groups of pupils in Year 3. Pupils in Year 6 will receive additional help through booster classes from February onwards. There is good support for pupils with special educational needs. However, inspection evidence shows that, in spite of its efforts, the school is unlikely to raise standards sufficiently to bring them from being 'well below' to 'in line with' national averages. Significant steps have been taken to improve standards, and it seems likely that the school will achieve its target of 65 per cent at level 4 or above at Key Stage 2 in 2001. The evidence indicates that not enough pupils will achieve the higher level at each key stage to enable standards to be in line with the national average. This is because of the unusually high level of pupil mobility, the numbers of pupils with special educational needs in particular year groups, and the low standards of literacy when pupils enter the school.
- 99 Pupils make good progress in speaking and listening skills at Key Stage 1 and satisfactory progress at Key Stage 2. The majority of pupils listen well during the class sessions in the Literacy Hour, and most remain attentive. Adults make a conscious effort to promote speaking and listening skills throughout the curriculum. Support staff work effectively with small groups to promote speaking and listening, and opportunities for drama have been increased. However, few pupils use complex sentence structures, unless this is the focus of the lesson. They have to be reminded frequently to develop their ideas more fully. A significant minority of disruptive pupils fail to listen attentively to adults and, consequently, also fail to improve their speech. A particularly effective lesson for pupils from the Reception class and Year 1 involved preparation for leading a school assembly on the miracles of Jesus. The emphasis was on clear speaking and good listening. Two children introduced the assembly, using very clear and confident speech. The teacher acted as the narrator, while the pupils acted out the story of the feeding of the five thousand. In chorus, they exclaimed, "That's amazing" when the five loaves and two small fishes fed five thousand, and, "It's a miracle", when twelve baskets of food were left.

- 100 Efforts to improve reading have had some success. At the end of Key Stage 1, most pupils read simple texts accurately and with understanding. They express views about ideas and major events in stories, poems and non-fiction texts. They use more than one strategy, but particularly phonics, to read unfamiliar words and establish meaning. The progress of pupils in reading is regularly assessed at both key stages. Teachers keep individual and group reading records. The use of graded reading schemes throughout the school is beneficial in ensuring good progression in pupils' skills. Pupils are taught library skills from an early age. This has a positive effect on pupils' learning. By the end of Key Stage 2, most pupils show understanding of significant ideas, themes, events and characters in a range of texts and are beginning to use inference and deduction. The school has spent a considerable sum of money on attractive texts for the Literacy Hour, and on books for the school library. The range of fiction books throughout the school is good; the school is currently building up the stock of non-fiction books.
- 101 Inspectors heard a total of 24 pupils read, across the age range and from all levels of ability, and held discussions with them. It is clear that pupils' development in reading is promoted through the regular use of the school library and the systematic teaching of library skills. Pupils are encouraged to take their reading scheme book home each night to read to their parents. Many parents give good support to their children in this way, and the ongoing dialogue with the school through the home/school reading diary is beneficial. In addition, pupils are encouraged to take home a school library book to read for pleasure. They look forward to this, and to the opportunity to change their library books each week. A number of pupils of all ages belong to the local library and read an increasingly wide range of fiction and non-fiction books for pleasure.
- 102 Writing is below the national average at both key stages, at the current time, but there are clear signs of improvement over the last term. Staff are working hard to effect further improvement, both in the Literacy Hour and in an extended English hour each week. The emphasis is on different forms of writing, often related to texts read, or tasks set, during the Literacy Hour. This practice could usefully be extended to imaginative and other forms of writing in other areas of the curriculum.
- 103 During the inspection, pupils in Year 1/2 developed their ability to write instructions for making a gingerbread man. They successfully sequenced given instructions and then wrote their own recipe. Pupils in Year 3/4 practised writing instructions for cooking dried pasta. They also consolidated their knowledge of the rules for making singular words into plurals. Pupils in Year 4/5 demonstrated their knowledge of the features of explanation texts and parts of speech. In their extended English lesson, they planned and wrote letters to children at a school in Kenya, which they are studying in geography. They knew the difference between formal and informal letters and generally used appropriate tone, style and choice of vocabulary. Pupils in Year 5/6 planned, composed, edited and refined a non-chronological report, after learning to make useful notes from a range of books. In their extended English lesson, they wrote a formal letter from the school to parents, regarding a forthcoming visit to a place of interest. They develop punctuation, style and grammar well within letter writing, focusing on correct layout and format.
- 104 There are many good examples of writing displayed around the school. Pupils in Year 6 used the techniques of a story within a story, and flashbacks. For example, one boy wrote, ' One extremely burning, hot day, I went to the park ... I was sitting on the swings and suddenly I remembered when I was three and I fell off the swing. Then the memories were broken by my friends shouting my name ... We all went on the roundabout. We started to whirl it round and round and then, suddenly, it went at the speed of light and we were in a new world ... We had been set a task, to see if there were aliens in space ... We came off the roundabout and went back home'.

105 A child in Year 4/5 wrote a poem entitled, 'Morning Time'

The day is dawning cloudy and dark,
The sky is beginning to roar
It's making the dogs begin to bark
They cover their ears with their paws.
Urchins are huddled up along the street
In blankets to keep them warm
They don't have a thing to eat
And soon there will be a storm.

These are examples of good, imaginative writing with expressive use of vocabulary.

106 The quality of teaching is very good, overall, in Key Stages 1 and 2. Of the five lessons observed at Key Stage 1, teaching was satisfactory in one lesson, good in one lesson and very good in four lessons. Teachers show good subject knowledge and understanding. They are technically competent in teaching basic skills. They plan effectively, setting clear objectives that pupils understand. Good use is made of time, support staff and other resources. Teachers and support staff assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties. The teaching methods used are good at Key Stage 1 and very good at Key Stage 2; they enable all pupils to learn effectively. The management of pupils is good at Key Stage 1 and very good at Key Stage 2, given the fact that there is a significant minority of potentially disruptive pupils in Key Stage 2; teachers manage these pupils very well.

107As a result of good teaching, all pupils, including those with special educational needs, acquire new knowledge and skills, develop their ideas and increase their understanding. Most pupils apply intellectual and creative effort to their work. They are productive and work at a satisfactory pace. They show interest and sustain concentration. They understand what they have to do, how well they are doing, and what they have to do to improve. These good attitudes are a significant factor in pupils' achievement and learning.

108The curriculum is well planned and organised. Schemes of work are based on the National Literacy Strategy and are planned to ensure the continuous progress of pupils. The curriculum is enriched by extended time for writing and drama, visits to pantomimes, regular book fairs and competitions and activities on 'World Book Day'. Last year, twenty pupils from the school had their poems published in a public competition. The leadership and management of English is very good. Procedures for regular assessment and evaluation are in place. They provide valuable information on pupils' progress, which is used to identify pupils who will benefit from additional support. Resources are good and are used well. The level of support provided is good. However, there is a need to ensure that higher attaining pupils are identified and challenged to reach their potential. There is a shared commitment to further improvement in the subject.

MATHEMATICS

- 109 In the Key Stage 2 National Curriculum tests in 2000, 60 per cent of the school's pupils attained at least the national expectation of level 4 compared with the national average of 71 per cent. Nationally, 24 per cent of pupils attained the higher than expected level 5; only five per cent of this school's pupils attained the higher level. These results were well below the national average for all schools, and below the average attained in similar schools. However, national comparisons show that Duckmanton pupils made the same progress as pupils in similar schools throughout the key stage. Since the last inspection, results in mathematics have been erratic. Over the period there has been some improvement in attainment, but this is below the national rate of improvement.
- 110 In the Key Stage 1 National Curriculum tests in 2000, 81 per cent of the school's pupils attained at least the national expectation of level 2, compared with 90 per cent nationally. However, the proportion attaining the higher level 3 (eight per cent) was well below the national figure (25 per cent). Again, these results were well below the national average, and below the average for similar schools. The rate of improvement in attainment has exceeded the national trend, and there has been a consistent improvement from one year to the next since the last inspection.
- 111 These results demonstrate that the school raises attainment throughout the key stages. However, given the very low level of attainment on entry to the school, this improvement does not enable the school to reach the national average. As has been noted earlier in the report, the school's task is made difficult by the large number of pupils on the register of special educational needs in particular year groups, and by the unusually large number of pupils who leave and join the school during the course of each school year.
- 112 Evidence from the inspection suggests that attainment in mathematics is improving. This is partly due to the positive impact of the National Numeracy Strategy. This has been introduced effectively throughout the school, and teachers use it confidently. As a result, pupils' mental skills are being sharpened throughout the key stages, and they are gaining more confidence in using their mathematics in everyday situations. However, opportunities to practise different aspects of mathematics in other subjects of the curriculum are not planned systematically.
- 113 By the age of seven, pupils understand numbers to three figures, and successfully identify one, ten, or a hundred more or less than a given number. They add and subtract in hundreds, tens and units, and are competent with simple multiplication. They calculate money sums successfully, to ten pounds. They understand the concept of weight and that some items can be 'nearly' the weight of others. They represent information on bar graphs, which are carefully labelled, and derive information from such graphs. Pupils know time in quarter hours, and measure accurately in centimetres. They understand the concepts of a half and a quarter. They identify the basic two-dimensional shapes, such as squares, circles and triangles. Higher attaining pupils are securely at the nationally expected level, and a small number are on course to attain the higher level 3. Average pupils are at the nationally expected level, and lower attaining pupils are within reach of this level. Pupils make good gains in their learning in Key Stage 1.
- 114 By the age of 11, higher attaining pupils are competent across the programmes of study of the National Curriculum. They use the four rules of number, addition, subtraction, multiplication and division, in four numbers. They understand the purpose of decimals, fractions and percentages, and how they are related. They handle data

confidently when representing it in bar and line graphs and pie charts. They measure distance and weight in metric units, and have a good understanding of money, being able to convert sterling into francs for example. They have good knowledge of two and three-dimensional shapes, and know the different types of triangles, and how to measure angles. They calculate co-ordinates accurately and have a good understanding of symmetry and rotational symmetry. There are impressive examples of accurate work. Higher attaining pupils are securely at the nationally expected level, with a few on course to attain the higher level. Average pupils work accurately, but more slowly; they are capable of reaching the nationally expected level. Lower attaining pupils have sound understanding, but their work contains patches of inaccuracy. They are capable of attaining the nationally expected level if they work accurately in the National Curriculum tests.

115 Since the last inspection, the school has made sound progress in mathematics. Teachers have worked hard, and medium term plans show that there is good coverage of the programmes of study of the National Curriculum.

116 Pupils' attitudes to the subject and interest in the lessons are good overall. In some lessons, pupils work with very good sustained concentration, and are pleased to explain their work to visitors. However, on occasions, a few pupils are unable to sustain their concentration for more than a short time. Persuading them to continue with their work occupies too much of the teacher's time, so that the other pupils do not have their share of the teacher's attention. While teachers manage unco-operative behaviour well, the very need for this management means that the flow of the lesson is interrupted, and the pace of learning is reduced.

117 Overall, pupils make good progress in their learning in Key Stage 1, and sound progress in Key Stage 2. Pupils with special educational needs are given effective support by the education care officers, and make good progress in relation to their prior attainment.

118 The quality of teaching is good across the key stages, and there are examples of very good teaching at the upper end of Key Stage 2. In a very good lesson for Years 5 and 6, the teacher encouraged pupils to explore different ways of tackling long division calculations so as to reinforce their understanding of the concept while also improving their skills in manipulating numbers in hundreds, tens and units. She used questioning very effectively to ensure that understanding was secure. In a very good lesson for Years 4 and 5, the teacher used imaginative strategies to make the lesson interesting including the provision of stimulating learning resources. These, coupled with her very clear explanations and good use of praise, resulted in a high level of sustained concentration. In both these lessons, the quality of learning was good.

119 Teachers plan well and have a good understanding of the principles of the National Numeracy Strategy. The learning objectives for lessons are clear and are shared with pupils. Work is thoroughly marked, and there are good examples of supportive (and, where needed, critical) comments to help pupils to make further progress. Overall, the management of behaviour is good, but, where teaching is satisfactory, too much time is spent on managing a minority of pupils, so that the quality of learning for the majority is adversely affected.

120 The subject is effectively co-ordinated by an enthusiastic and experienced teacher. She is committed to raising standards but recognises the difficulties. Younger pupils do not react well to test situations, and, throughout the school, pupils have difficulty in interpreting problems which are expressed in words. The setting of targets for individuals and groups is helping to promote progress. Pupils benefit from good resources for learning.

121 All teachers are very keen to raise attainment in mathematics. Systematically planned opportunities to practise mathematics in other subjects such as science and geography, and increased use of information and communication technology, would help this process.

SCIENCE

122At the end of Key Stage 1, pupils of average ability achieve standards in line with those seen nationally. The large number of pupils with special educational needs achieve in line with their ability. This is a good improvement on the work seen at the time of the last inspection. Test results at Key Stage 2 in 2000 showed that standards were below the national average. Although many pupils achieve the expected level 4, compared to other schools nationally, very few attain the higher level 5. When compared with similar schools the standard of attainment of the group of pupils tested in 2000 was well below the average. The school believes that this was in part due to the nature and interests of this group, and the number of pupils with special educational needs, many of whom joined the school at various times during Key Stage 2. The curriculum has been reviewed, and teaching has improved. Inspection evidence indicates that, by the end of Key Stage 2, pupils are now broadly in line with national averages.

123At the end of Key Stage 1, pupils have experienced a wide variety of scientific investigations. They identify a range of materials and know their uses, carrying out experiments successfully to test the absorbency of each type of material. They experiment with magnets, finding out their properties, and look at springs in toys to see how they move. Pupils in Year 2 study forces, identifying which tools require push and pull movements. By the end of Key Stage 2, pupils know the importance of a 'fair' scientific test, and are beginning to have a sound understanding of the effect of variables on an investigation. The Year 5/6 class conducted experiments on condensation. Having discussed the best methods to use, they carried out their experiments and made a detailed report of their work, with good diagrams and careful labelling. Pupils in other Key Stage 2 classes also increase their scientific knowledge through investigation and carrying out experiments. Year 3/4 pupils turned the idea of how things are kept cool into a form that could be investigated. They decided what evidence to collect, made accurate tables to record their results and drew sound conclusions. Year 4/5 pupils identified materials through which sound travels. They conducted experiments to decide which materials prevent sounds reaching their ears. Many pupils show good oral skills, but do not always write and spell with sufficient accuracy when writing their conclusions. Limited use is made of information and communication technology to process results in written, graphic and tabular form. Literacy skills are used soundly to discuss scientific findings in experiments and observations. Good opportunities are provided for pupils to make use of their skills in numeracy to record their results in table and graph form. An analysis of work throughout the school shows that pupils in both key stages follow a satisfactory science programme.

124Most pupils have a good attitude to the subject. They enjoy their work, especially practical activities, and are confident. This was evident in a Year 1 class when pupils discussed safety issues on playground equipment in parks. Pupils share their thinking with others including their teacher during whole class sessions. Pupils handle equipment carefully, and are well aware of safety issues. They work well in pairs and small groups during investigations.

125The quality of teaching is good overall. In 50 per cent of the lessons observed the

teaching was very good. In 25 per cent it was excellent, and in 25 per cent, it was satisfactory. There were no unsatisfactory lessons. This is an improvement since the last inspection.

126 Teachers have secure subject knowledge and understanding and provide activities that match the planned objectives. A strength of the teaching is the liaison between teachers and the education care officers. This enables all adults to give good support to pupils with special educational needs, because focused attention is given to their individual needs. Good use is now made of lesson objectives, which are displayed on the board, and shared with pupils at the beginning of lessons. Often, frequent reference is made to them during the lesson, and this helps pupils to consolidate their knowledge and reminds them of the focus of the lesson. Teachers' questioning skills are very good. The control and management of pupils is consistently good and relationships with them are a strength of the provision.

127 Most pupils show good interest in their work, though, in most classes, some pupils find it difficult to sustain their concentration for any length of time, and the behaviour of a significant minority is anti-social. This demands teachers' constant attention, to the detriment of the learning for other pupils in the class. Teaching is organised in a variety of ways, including whole class lessons and group work. In group work the teacher's focus is generally on the science task, and, in these lessons, because the teaching is carefully structured for small groups of pupils, they make good gains in their learning.

128 The use of information and communication technology is less successful. It is not seen as a source of information to be used in the same way as books and other documents. Assessment procedures are used well to record and chart pupils' progress after each unit of work is completed. The very good teaching provides sufficient challenge and pace to extend pupils' knowledge and understanding with the result that they make good gains in their learning.

129 Since the last inspection there has been a considerable improvement in the provision for science. The scheme of work has been completely reorganised and pupils now work on science as a separate subject, rather than as part of a topic. The former approach did not give pupils the opportunity to study science in sufficient depth. New resources have been purchased, and the co-ordinator has given all staff valuable help in developing the subject. The co-ordinator monitors teachers' planning, and pupils' work in science books, but has not, as yet, monitored teaching and learning in the classroom situation. The school is aware of the need for this, and plans have been made for it to take place.

ART AND DESIGN

130 Few lessons were planned at the time of the inspection. Evidence upon which judgements are based was obtained from an analysis of pupils' work, interviews with teachers, lesson observations, and an analysis of work on display.

131 At the end of both key stages the pupils reach the national standards expected for their ages. This is a similar result to that found at the last inspection. Years 1 and 2 pupils made a collage of parrots from recycled paper illustrating their ability to use colour effectively to create the desired effect. The whole scene makes a very attractive feature in the corridor. Year 2 pupils worked with pastels, drawing flowers and linking their work with their geography studies. They also produced portraits in the style of Picasso. Year 1 pupils help to make a very imposing three-dimensional mural of Jack Frost. The pupils were very proud of their creation and keen to relate

their individual part in its construction. During the inspection the Year 3/4 class was observed midway through a series of lessons on figure drawing. Pupils had brought photographs of family members in different poses and had then decided which positions their own figures would adopt on their pictures. They tried to recapture the exact angles of the bodies and worked with interest to develop their drawings. Both classes in the upper juniors produced winter scenes using contrasting methods to make very different pictures on the same theme. They are becoming skilled in silhouette techniques, recreating the winter skyline very well, showing the starkness of bare trees against clear blue skies.

- 132 In the two lessons observed teachers planned their lessons carefully and provided pupils with good quality resources to work with. Teachers manage their pupils well and try to create a calm working atmosphere so that they can concentrate and produce their best efforts. Lesson objectives are shared appropriately with pupils at the start of each lesson, so that they can focus on the skills they are meant to acquire. Pupils are enthusiastic about their work and are keen to show their work to others. Pupils with special educational needs enjoy artwork and make good progress in their learning. They are given very good support by their education care officers.
- 133 The co-ordinator gives good support to staff. There is a sound policy and a sound scheme of work. Resources are good and the school benefits from having special areas outside the classroom that can be used for art. Assessment is at an early stage of development. The sound standards noted in the last inspection have been maintained.

DESIGN AND TECHNOLOGY

- 134 It was only possible to observe three lessons in design and technology during the inspection. However, by looking at finished products and talking to pupils and teachers, it is clear that attainment is as expected at the ages of seven and eleven. Standards have improved since the last inspection.
- 135 Pupils from an early age are taught the correct design processes. They plan their work, consider materials, change and adapt their work to overcome problems, produce a good quality finished product, and evaluate the success of their efforts. When Year 1 pupils were considering how to finish their puppets, making them into frogs and ducks, one pupil suggested that it would be better to stick and staple the card. This shows that pupils are beginning to think of the best ways to overcome difficulties in their constructions. Year 2 pupils listened attentively while their teacher showed pictures of a variety of buildings. Pupils then selected one to form the focus of a collage they intended to construct. They showed good ideas in their planning, and their control of tools and different types of glue illustrated their attention to safety issues. Year 4/5 pupils design and make musical instruments, having first of all examined a range of instruments provided by the teacher to stimulate interest and give pupils ideas about materials and possible methods of construction. Year 5/6 pupils were very interested when their teacher brought to school a tent for them to examine and think about the various parts, what they were made of, and if they seemed satisfactory for the job they were meant to do. This led to a very lively discussion. Eventually the class made an important link with their science work, constructing tests to determine which of six materials would be the best to prevent a tent from leaking in wet weather.
- 136 The quality of teaching in the lessons observed was very good. An obvious strength of the teaching was the careful planning, and the efforts of teachers to include all pupils with special educational needs. This enabled all pupils to improve their

knowledge and also increase their self-esteem and social skills. Other evidence shows that teachers throughout the school have a good understanding of the need to involve pupils in all aspects of design and planning for designs to support their work in other subjects. Pupils of all ages and abilities appreciate this aspect of the subject. Pupils who find difficulty in reading and in formal writing enjoy making designs and gaining practical making experiences. The range of activities and the obvious relevance to pupils' experiences is good. For example, thinking of camping and waterproof tents in Years 5/6 led to an enthusiasm for creativity.

- 137 The co-ordinator offers very good support to staff. Good resources are well stored, readily available, and carefully used by both staff and pupils. Staff often supplement resources using their own possessions from home; for example, in Year 5/6, the teacher used her own tent to stimulate pupils' interest. The new scheme of work provides continuity throughout the school. Assessment opportunities are built into the scheme. The subject has improved well since the last inspection, and the school is in a good position to go on to improve further.

GEOGRAPHY

- 138 Attainment at both key stages is satisfactory. This represents an improvement since the last inspection when attainment was below average at Key Stage 1 and satisfactory at the end of Key Stage 2. All pupils, including those with special educational needs, make good progress in Key Stage 1. Pupils with special educational needs continue to make good progress at Key Stage 2, because of the level of support that they are given. Other pupils make satisfactory progress. During the inspection, due to timetabling arrangements, no lessons were observed at Key Stage 1. Two lessons were observed at Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' planning, the scheme of work, current displays, and discussions with the co-ordinator.
- 139 Pupils enter the school with attainment that is well below average. Although no lessons were observed in Key Stage 1, the work in books and on display shows that pupils make good progress. By the end of Key Stage 1, they have a sound knowledge of the features of the school, the local environment and the natural world. They identify the different types of houses in the area, and the local industries. They know what they like and dislike about the local area, and changes that have occurred. They make good maps and plans of the school, and their route to school, drawing on knowledge gained from walks around the school, the school grounds, and the local area. They study the daily weather and learn about weather in other parts of the world. They plant bulbs and seeds and watch them grow. They follow directions and use positional language when exploring their surroundings. They are aware that the world extends beyond their own locality, through their holidays in different places, news, and family life. Following a visit to Skegness, pupils in Year 2 study seaside holidays in the past and compare them with seaside holidays today. They use atlases and aerial photographs with understanding, as well as written information, when studying life in a contrasting area, and comparing it with life in Duckmanton.
- 140 Pupils in Years 3/4 have a sound knowledge of environmental change, both in the immediate locality and further afield. During the inspection, in a very good lesson observed in Years 4/5, pupils compared and contrasted life in England and in Kenya, which they had already studied in some detail. They used secondary sources to compare life skilfully in a Kenyan school, for example, a timetable from Evangeline's school in Kenya (previously seen on a video), information from the Kenya National Tourist Board, and letters received by former pupils at Duckmanton School from their pen pals at another Kenyan school. They identified differences in the timetables of

each school. For example, Evangeline had a lesson on agriculture and one on home science, each week. They identified similarities and differences between the two schools. They used their literacy skills well to write a letter to a prospective pen pal, giving news of themselves, and also referring to life in Kenya. In a very good Year 5/6 lesson, pupils successfully carried out a similar exercise, since classes work on a two year rolling programme, in order to meet the needs of all children in the mixed age classes.

- 141 Teaching is good overall at both key stages. This is evident from teachers' planning and the progress made in Key Stage 1, although no direct teaching was observed in geography. Teaching was very good in the two lessons observed at Key Stage 2. Teachers' knowledge and understanding are good and they promote the development of geographical skills. Their planning is good. Their teaching methods and their class management are very good at Key Stage 2. As a result, pupils maintain concentration, apply intellectual effort to their work, and work at a satisfactory pace. Their acquisition of knowledge, skills and understanding is good. Time and resources are used well, and good use is made of the contribution of support staff. The quality and use of ongoing assessment is good. Pupils' understanding is assessed throughout the lesson and their written work is assessed regularly. Lessons are evaluated by teachers, and the information gained is used to guide planning for future lessons. Homework, particularly research, is used where appropriate to consolidate and extend pupils' learning in lessons.
- 142 The quality and range of learning opportunities is good at both key stages. The appropriate statutory curriculum is in place. The scheme of work takes into account the guidance from the Qualifications and Curriculum Authority. It is supported by good resources. A Bolsover resident, who has links with Kenya, gives freely of his time to talk to pupils in Years 5 and 6. Pupils in Years 2 and 6 visit Skegness, when studying a contrasting locality in this country. Pupils in Year 6 carry out a river study on the River Derwent at Cromford. Geographical work is displayed around the classrooms and corridors, to give pupils a feeling of achievement and worth. The subject contributes to pupils' spiritual and moral development through a study of the environment and the natural world, pollution and our responsibility to preserve the environment.
- 143 The subject is very well led by a committed and experienced co-ordinator. He provides very good support to staff. He monitors planning and pupils' work and samples of pupils' work are kept in the pupil profile folders. The match of teaching and support staff to the curriculum is good.
- 144 There has been an encouraging improvement in attainment and the quality of learning since the last inspection. The school is in a good position to go on to raise standards further.

HISTORY

- 145 Attainment at the end of both key stages is satisfactory. This maintains the position at the last inspection when attainment was satisfactory at Key Stage 2. There was insufficient evidence at the last inspection to make a judgement about Key Stage 1. All pupils, including those with special educational needs now make good progress at Key Stage 1. Pupils with special educational needs continue to make good progress at Key Stage 2, because of the level of support that they are given. Other pupils make satisfactory progress. During the inspection, due to timetabling arrangements, only one lesson was observed in Key Stage 1 and one lesson at Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' planning, the scheme of work, current displays and discussion with the co-ordinator.
- 146 In the lesson observed at Key Stage 1, in Year 1/2, attainment was below the expected standard. However, this represents an improvement from when the pupils entered the school with standards that were well below those expected for their age. Pupils learned about how homes and other buildings were lit in the past, before Thomas Edison invented the light bulb. They successfully ordered types of lighting on a time line, using the words 'then' and 'now'. Most pupils were able to sort types of lighting into those used now and those used in the past. Pupils are confident about looking at artefacts and describing their features, through their prior studies of toys and homes in the past. They identify changes and similarities, and are developing a sense of chronology.
- 147 In the lesson observed at Key Stage 2, in Years 3/4, attainment was in line with national standards. Most pupils successfully identified the features of three types of Tudor buildings, a peasant's home, a manor house and a merchant's house. They used evidence from a variety of secondary sources to compare the three houses. They used appropriate historical vocabulary. They are developing a sound knowledge of the Tudor period. Pupils in Years 5 and 6 develop a sound knowledge of life in Britain since the 1930s. Their studies include the Depression, the Jarrow Crusade, World War II, the post-war years, the coronation of Queen Elizabeth II, life in the 1960's and 1970's, war in the Middle East, and the escalating troubles in Northern Ireland.
- 148 Teaching is good overall. It was good in the lesson observed at Key Stage 1 and satisfactory in the lesson observed at Key Stage 2. Teachers' knowledge and understanding of history is good. They teach historical skills well and use methods that enable pupils to learn effectively, with the result that pupils' acquisition of knowledge, skills, and understanding is good. Teachers' planning and expectations are good. The management of pupils is good at Key Stage 1 and very good at Key Stage 2, and, together with the good use of time, support staff and resources, leads to good learning. Pupils apply intellectual and creative effort to their work. The quality and use of ongoing assessment is good at both key stages. Pupils are made aware of what they can do well and how they can improve further. Pupils achieve well at Key Stage 1, and satisfactorily at Key Stage 2. Pupils' positive attitudes promote learning. They show interest, enthusiasm and involvement in their work. They contribute well to class discussions. Their relationships are good and the behaviour of the majority of pupils is satisfactory. However, a significant minority of pupils lack concentration, which detracts from their learning.
- 149 The appropriate statutory curriculum is in place. The scheme of work takes into account the guidance from the Qualifications and Curriculum Authority. It is supported by good resources, which are readily accessible. The provision for pupils with special educational needs is very good and they make good progress in their

learning. The curriculum is enriched through visits in the immediate locality, for example, to an open cast coal site. Good use is made of photographs to compare life in modern and former times.

- 150 The subject is very well led by an enthusiastic co-ordinator who gives very good support to all staff. He monitors planning and pupils' work, and ensures that pupils develop their knowledge and understanding by building on their previous work. The match of teaching and support staff to the curriculum is good. There is scope for more independent writing in history to further develop literacy skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 151 At the end of both key stages pupils' attainment is in line with national expectations. By the time they are seven, pupils use a word processor to write simple text in sentences for stories and information. They use graphics software to produce a range of visual images, and describe what they are doing when using various toolbar icons to change the image. Pupils know that a computer can be used to control things, for example, programming a computerised turtle to move and turn in different directions. Year 2 pupils collect information from their classmates about favourite fruits, or pets, or hair colour, and present their information in colour on the computer, printing their results in graphical form. Year 1 pupils know that we make good use of information and communication technology and machines in the outside world. They investigate sounds made by machines in school and understand the importance of telephones and the school's fire alarm. Posts where pupils can listen to tapes are available to help them in their literacy lessons.
- 152 By the time they are 11, pupils show more confidence in the use of a word processor. They format their own work in a variety of ways, using different fonts and sizes of texts. This was well illustrated by the Year 5/6 class when they wrote a Haiku and printed it, adding a coloured border to enhance their work effectively. Pupils also use spreadsheets to help to answer questions about accounts in a newsagents shop, accurately working out the total cost of all the stock in the shop. Year 3/4 pupils create symmetrical patterns in colour, while other pupils, as part of their literacy work, redrafted a letter requesting better playground equipment for children in the village.
- 153 When pupils are working with computers they demonstrate good attitudes and obvious enjoyment. Behaviour is consistently good when they are concentrating on the task in hand. They handle equipment with care, and work co-operatively in pairs, being prepared to help each other when required.
- 154 No specific information and communication technology work using computers was time-tabled during the inspection, and only one lesson was observed during which the Year 1 class discussed sounds and machines. However, teachers worked for short periods of time with individuals or pairs of pupils. It is not possible, therefore, to make a secure judgement on the quality of teaching. However, an analysis of teachers' planning and a scrutiny of pupils' work indicates that information and communications technology is being satisfactorily taught. Teachers' ongoing professional development, which is part of the national initiative to improve teachers' confidence and understanding of information and communication technology, is progressing satisfactorily.

- 155 A good policy document and scheme of work has been prepared by the knowledgeable and enthusiastic co-ordinator. Assessment and recording procedures are effective in monitoring pupils' attainment, especially as all pupils in the school have their own folders stored within the school's system. These can be accessed by teachers and the co-ordinator at any time. The school is just beginning to become involved with the Internet. Letters to parents, explaining the advantages of this, and the safeguards to their children that the school intends to put in place, are ready to go out to parents. Resources have been upgraded since the last inspection, and are well placed for use by pupils. However, the use of information and communications technology in other subjects is underused. The school is aware of this and plans to develop this further. The sound standards noted in the report from the last inspection have been maintained, and the school is in a good position to develop further.

MUSIC

- 156 Pupils, including those with special educational needs, make sound progress in their learning in music, and attainment is in line with national expectations at the end of Key Stage 1 and 2. This is a significant improvement on the situation found at the last inspection, which judged standards to be well below average. This is because a new scheme of work has been introduced with the result that pupils are now getting good experience of the different programmes of study of the National Curriculum. Whole school singing in assemblies is satisfactory. It is better when accompanied by a piano than when a tape is used. A visiting pianist accompanies singing for all year groups, and pupils throughout the key stages sing with enjoyment and a good awareness of rhythm and dynamics.
- 157 Pupils in Key Stage 1 sing tunefully, although a few tend to shout, and, as a result, sing out of tune. They have a good memory for the words of different songs, and are able to sing louder and softer in response to signals. Pupils in Key Stage 2 sing confidently and with good attention to rhythm, dynamics and expression. Pupils in Years 4 and 5 have a good understanding of the difference between rhythm and pulse, and understand the meaning of 'ostinato'. They maintain a complex syncopated rhythm well, both by clapping and by using percussion instruments. They sing mostly in tune. In Years 5 and 6, pupils have a good understanding of how music is able to create different moods by the use of different combinations of instruments.
- 158 Attitudes to music are generally good. Most pupils work with interest and sustain concentration well. They enjoy their music making and respect each other's ideas and contributions. However, in some lessons, a few pupils lose concentration quickly, behave immaturely, and disrupt the concentration of other pupils, thus preventing carefully prepared lessons from having their full impact on the learning of the large majority of pupils.
- 159 Teaching in music is now good throughout the school. Teachers set clear learning objectives for each lesson, and are confident in the areas that they cover. In the very good lesson for Years 4 and 5, very high expectations for pupils' concentration and co-operation, coupled with very effective teaching methods and interesting learning resources, resulted in very good learning. A challenging revision session at the end of the lesson enabled pupils to reflect on their new learning. In other lessons, the active participation of the visiting pianist made singing interesting and enjoyable for different age groups in both key stages.
- 160 Learning for some pupils is enhanced by the opportunity to learn instruments including brass, keyboard, and guitar. There are opportunities for performance in Christmas productions and harvest celebrations. One year group joins with other

primary schools in the area for a musical activity during each academic year. Learning throughout the school is enhanced by a good supply of resources.

- 161 The current sound standards of attainment represent a significant improvement since the last inspection. The school has the potential for further improvement.

PHYSICAL EDUCATION

- 162 Standards in physical education are average at the end of both key stages. Pupils throughout the school, including those with special educational needs, make sound progress in their learning. During the inspection, gymnastics and games skills were observed in Key Stage 1, and dance and games skills in Key Stage 2.
- 163 By the end of Key Stage 1, some pupils have good dodging skills, and their control of movement is satisfactory. They executed forward rolls competently and made good progress in the lesson on mastering backward rolls. They have a good awareness of each other, and of the need for safety when getting out and using apparatus. By the end of Key Stage 2, pupils have average throwing and catching skills, and some, but by no means all pupils, have an awareness of space and the need to find it in a team situation. By the time they leave the school, the large majority of pupils swim 25 metres. An annual residential weekend for Years 5 and 6 gives most pupils the opportunity to experience outdoor and adventurous activities.
- 164 Most pupils respond well in physical education lessons. They work with interest and enjoyment and make good efforts to improve their skills. They work hard in lessons, and are happy to demonstrate and share their skills with others. When an activity captures their imagination, for example, the 'Tiggy Scarecrow' warm-up activity in the Year 1/2 lesson, they work with real effort and enthusiasm. Behaviour varies from good to unsatisfactory. In most lessons, the majority of pupils behave in a co-operative way, support each other well, and show good initiative. However, some pupils quickly become uncooperative and lose concentration. Sometimes this is the result of the excitement of physical activity in a large space. For example, in a Reception/Year 1 lesson, about half the class, despite the considerable efforts of their teacher, simply ran around and threw boisterously, with little regard for the activity they were supposed to engage in, or each other. In a Year 3/4 lesson, one or two boys simply opted out. This behaviour adversely affects the quality of learning for other pupils.
- 165 The quality of teaching is good overall. In three of the lessons observed it was good, and, in the other two, it was satisfactory. Teachers have good subject knowledge and understanding, and lessons are carefully planned to enable pupils to build up skills systematically. In good lessons, time and resources are used well, and pupils are well motivated by effective use of praise. Good suggestions are made for improvement. Where teaching is satisfactory, good planning does not result in good learning because the management of some pupils is insecure, and this slows the pace of the lesson to the detriment of the learning of other pupils.
- 166 Learning is enhanced for some pupils by outside coaching, for example, from Derbyshire County Cricket Club and Chesterfield Football Club. A qualified parent helps with netball. Pupils have fewer opportunities to experience competitive games than in many schools.
- 167 The school has maintained the satisfactory standards in physical education found at the last inspection. It has good resources in terms of both equipment and accommodation. Further improvement will only come about if the carefully planned

lessons have their full impact on learning, uninterrupted by the immature behaviour of a minority of pupils.

RELIGIOUS EDUCATION

- 168 Religious education is taught in accordance with the Derbyshire Locally Agreed Syllabus. Attainment at both key stages is satisfactory. This maintains the position at the last inspection. All pupils, including those with special educational needs, make good progress at Key Stage 1. Pupils with special educational needs continue to make good progress at Key Stage 2, because of the level of support that they are given; other pupils make satisfactory progress. During the inspection, one lesson was observed at Key Stage 1 and one lesson at Key Stage 2. Judgements are based on these lessons, a scrutiny of work, teachers' planning, the scheme of work, current displays, and discussion with the co-ordinator.
- 169 Pupils enter the school with standards that are well below average. By the end of Key Stage 1, they have developed a sound understanding of the beliefs and practices of Christianity, Judaism, Hinduism and Islam. They have some knowledge of special places, both personal and religious. They are able to talk about personal journeys that they have made, and about some religious journeys. During the inspection, pupils in the Reception class and Year 1 continued the theme of special journeys, through the story of Jonah. They discussed his initial reluctance to go to Ninevah, and related it to the times when they have refused to do something that they were asked to do. They display a developing sense of right and wrong. They have some conception of what a pilgrimage may mean to a believer and know that pilgrimages are made to the Holy Land, Mecca and Lourdes, and why they are made. Pupils in Year 2 compare and contrast Christian baptism and Islamic baptism. They compare creation stories from Christianity, Hinduism and Islam. They look at signs and symbols in school, in the locality, and in churches and synagogues. They learn about Christian celebrations and Diwali, Holi, and Nawaratn. They think about sharing, friendship and thankfulness, and the need to care for others and the world, and develop sound appreciation of these concepts.
- 170 In a very good lesson observed at Key Stage 2, in Year 5/6, pupils continued to learn about important occasions and celebrations within various religions, and to appreciate similarities and differences. They also develop their enquiry skills well. They looked particularly at the Jewish family celebrations of the Sabbath. They carried out research, and expressed their thoughts and feelings about Jewish practices, in comparison with the various practices that appertain on the Christian Sabbath. They expressed surprise that Jewish children are content to spend so much time with their parents; only six pupils in the class would like the opportunity to spend more time with their parents. They were also surprised at the way in which the whole Jewish family sits down for a meal together. Only a small number of pupils in the class sit down with their families for an occasional meal, usually on a Friday night or for Sunday lunch. They show sound understanding of the central features of Christianity and Judaism. Most pupils show respect for the beliefs and practices of others. By the end of Key Stage 2, pupils have a developing knowledge of the life and work of Jesus and the early church. They know about the sacred

books, places, festivals and beliefs of four major world religions, Christianity, Judaism, Hinduism and Islam, and are being well prepared for life in a multi-cultural society.

- 171 Teaching is very good at both key stages. Teachers' knowledge and understanding is good, leading to good acquisition of knowledge, skills and understanding on the part of pupils. Teachers explore the basic beliefs of the major world religions well and encourage pupils to apply intellectual effort to their work. Their planning and expectations of effort and presentation are good. The management of pupils is good at Key Stage 1 and very good at Key Stage 2. Teaching methods are very effective at both key stages. Teachers retain pupils' interest and concentration, and encourage good behaviour. Good use is made of time, resources and support staff. Relationships are good and support learning. The quality and use of ongoing assessment is good and guides planning for future learning. Formal assessments are carried out at the end of each unit of work, and retained in the pupils' profile folders. Pupils' knowledge of their own learning is satisfactory, and is supported by good marking, which helps pupils to know how they can improve further. Most pupils achieve well at Key Stage 1, and satisfactorily at Key Stage 2.
- 172 The appropriate statutory curriculum is in place, based on the locally agreed syllabus. The curriculum is broad, balanced and relevant. It is broadly Christian, but pays due attention to other major world religions. Pupils are encouraged to relate the content of each lesson to their everyday lives, and the lives of others. The curriculum is enriched by visits to local churches, and visits from local vicars, ministers and Christian Fellowship groups. Each class takes an assembly once a term. During the week of the inspection, the pupils in the Reception class and Year 1 led a very effective assembly.
- 173 The subject is very well led by a committed and experienced co-ordinator. She provides clear educational direction and strong support for staff. For example, she put considerable effort into writing a very effective scheme of work, based on the locally agreed syllabus. The school's aims and values are reflected in the work in religious education. The priorities for development are appropriate, particularly with regard to the greater use of information and communication technology to support learning. There is a shared commitment to raising the attainment of pupils.