

INSPECTION REPORT

Middleton Community Primary School

Middleton, Matlock

LEA area: Derbyshire

Unique reference number: 112654

Headteacher: Mrs S. l'Anson

Reporting inspector: Mrs A. Soper
Rgl's OIN 18148

Dates of inspection: 5th – 7th November 2001

Inspection number: 193746

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Main Street
Middleton
Matlock
Derbyshire
Postcode: DE4 4LQ

Telephone number: 01629 822236

Appropriate authority: Governing Body

Name of chair of governors: Mr D. Mason

Date of previous inspection: 15th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Science Art and design Geography History Foundation stage Equal opportunities Special educational needs	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	John Pryor	Team inspector	Mathematics Information and communication technology Design and technology Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
West Yorkshire
HX3 7NR

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Middleton Primary School is situated in the village of Middleton, near Matlock, Derbyshire. It is a much smaller than other schools, with three classes and 55 pupils on roll. There has been some movement of pupils to and from the school, though there has been a significant increase in the roll since 1999. Most pupils come from the village, with around 16 per cent attending from outside the school's catchment area. The socio-economic circumstances of the area are broadly average. There are no pupils with English as an additional language. Below average numbers of pupils are eligible for free school meals. Average numbers of pupils have special educational needs, including Statements of Special Educational Need. Attainment on entry is average.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards are good in art and design, physical education and religious education. They are satisfactory in most other subjects, with the exception of those in information and communication technology by the end of Year 6. The teaching is mostly good. The leadership and management of the school are satisfactory and the headteacher's leadership ensures clear educational direction. The school provides satisfactory value for money.

What the school does well

- ◆ Standards are good in art and design, physical education and religious education by the end of Years 2 and 6.
- ◆ The quality of teaching is good overall.
- ◆ Pupils' spiritual, moral, social and cultural development is good.
- ◆ Pupils' attitudes, behaviour personal development and relationships are strengths of the school.
- ◆ There is good provision for pupils with special educational needs.
- ◆ There is a good partnership with parents, including very good provision and support for homework.

What could be improved

- ◆ Standards in information and communication technology are unsatisfactory by the end of Year 6.
- ◆ There is insufficient use of assessment and monitoring to meet the needs of all pupils in most of the foundation subjects.
- ◆ Provision for children in the reception class.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in April 1997 the school has made a satisfactory improvement overall, with some key issues having been effectively addressed. Standards in reading, writing and mathematics are improved by the end of Year 6. Behaviour is now good, showing a good improvement. Legally required information is now published. There has been a sound

improvement in planning schemes of work to ensure continuity and progression across the school. Planning, particularly in the foundation subjects, does not yet fully provide sufficiently well adapted work for all pupils. Monitoring systems have been established and are being further developed.

STANDARDS

The table showing the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests is not recorded as there were less than 10 pupils in that year group. Very small cohorts undertaking national assessments mean that there is a considerable year to year variation in the school's average points, making comparisons unreliable. In 2001, the school's analyses show that most Year 2 pupils attained satisfactory and expected standards in reading, writing and mathematics. By the end of Year 6, over the last few years, the trend in performance in all three core subjects is above the national trend. Taking into account pupils' different prior attainment and those with special educational needs, the current pupils attain satisfactory standards in English, mathematics and science at the end of Years 2 and 6. By the end of Year 2 standards are satisfactory in speaking and listening, writing and mathematics, reflecting the cohort and the number of pupils with special educational needs. Year 2 pupils' reading attainment is variable, reflecting the lower prior attainment of the cohort. Appropriate targets have been set for pupils by the end of Years 2 and 6.

Standards are good in art and design and in physical education by the end of Years 2 and 6. Pupils achieve well, showing good observational, appreciative and imaginative skills in art and design and good co-ordination in physical education. Standards are good and exceed the expectations of the agreed syllabus in religious education by the end of both years. Pupils have good understanding of the impact of religion on people's lives. Standards are satisfactory by the end of Years 2 and 6 in all other subjects, with the exception of those in information and communication technology by the end of Year 6.

Children begin school with average attainment. By the end of the reception year, children's mathematical and physical development is good, surpassing the early learning goals for their age. Their personal, social and emotional development is satisfactory. In communication, language and literacy, knowledge and understanding of the world and in their creative development, children achieve the early learning goals for their age. Overall pupils, including the youngest children, achieve well. They concentrate and work hard to improve. They show interest, have positive attitudes and behave well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school.
Behaviour, in and out of classrooms	Behaviour is good. Pupils respond well to the rules, which they have helped to devise.
Personal development and relationships	There are good relationships and pupils' personal development is good.
Attendance	Attendance is satisfactory, though a considerable number of pupils are absent due to families taking holidays in term time.

Attitudes, behaviour, personal development and relationships are a particular strength, contributing effectively to the quality of learning. Pupils are not yet fully involved in determining their own personal targets for improvement. Children in the reception class have insufficient opportunity to choose, restricting their growing independence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The quality of teaching is good overall in Years 1 to 6 with just over one half of lessons observed being good or better. The remaining lessons were taught satisfactorily. The quality of teaching by the newly qualified teacher in the reception and Year 1 class was largely satisfactory, with several good features. Literacy and numeracy and basic skills are taught well across the school and these skills are reinforced well, such as in linking work in religious education with research and in providing measuring activities in design and technology.

The main strengths in the teaching include the good relationships between teachers and pupils. Very good use is made of homework to support learning. Teaching methods are usually good, though in the reception class there are insufficient opportunities for children to make choices. Pupils are managed well overall. The quality of assessment is good in literacy and numeracy and there is sound assessment of pupils' work in other subjects. Teachers record progress carefully, but the use of assessment to inform planning is not yet fully satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Apart from information and communication technology, the curriculum meets the statutory requirements of the National Curriculum and of religious education.
Provision for pupils with special educational needs	There is good provision, with detailed individual plans and effective support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision overall for pupils' spiritual, moral, social and cultural development. Pupils are encouraged to become responsible and have good understanding of their own cultural heritage. They have sensitive awareness of life's issues and spirituality, which is supported well by collective worship.
How well the school cares for its pupils	There is good care and protection of pupils, supported by the good relationships that exist throughout the school.

There is a good partnership with parents and good links with the community. There is a good range of visitors to the school and visits to places of interest, including a residential stay for all pupils in Years 3 to 6, which enhance pupils' experiences. Health and safety procedures and

the arrangements for child protection are good. The procedures for assessing pupils' attainment and monitoring their progress are good, as are the procedures for monitoring and promoting good behaviour.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, supported by key staff, provides good leadership and management and clear educational direction. There is rigour in monitoring and evaluating practice and standards in literacy and numeracy, though this is not yet fully effective in the foundation subjects.
How well the governors fulfil their responsibilities	Governors satisfactorily fulfil their responsibilities. They provide good financial guidance and support to the school and are becoming actively involved in shaping the direction of the school.
The school's evaluation of its performance	There is satisfactory evaluation of performance. Governors are developing their roles as a critical friend to the school. Performance management targets are appropriately set.
The strategic use of resources	The school makes good strategic use of resources. It makes good use of support staff and of the available accommodation.

There is a good number of staff to meet the demands of the curriculum. The accommodation and resources are satisfactory. The school's aims and values are reflected well in its work, substantially due to the headteacher's determination and enthusiasm, her positive and welcoming approach and conscientiousness in developing and improving the provision. Monitoring and evaluation of lessons and standards has begun. Though appropriate plans are in place to improve the provision in information and communication technology, monitoring has insufficiently identified the limited time provided for some pupils to use computers. The school effectively applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The school is well led and managed. ◆ Staff are approachable. ◆ Their children like school. ◆ They are well informed about their children's progress. 	<ul style="list-style-type: none"> ◆ The range of activities outside lessons.

Inspectors agree that the headteacher provides good leadership. The management of the school is satisfactory. Inspectors agree with all other positive views. They disagree with the view that there are insufficient activities outside lessons. The school makes good use of the community to enhance pupils' learning and pupils benefit from visits and visitors to widen their experience. There is a suitable range of activities outside of lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Because less than 10 boys and girls undertook National Curriculum assessments in 2001, the school's results are not published. Small cohorts provide unreliable comparisons of school performance from year to year in relation to national averages. Taking into account pupils' different prior attainment and those with special educational needs, they attain satisfactory standards in English, mathematics and science at the end of Years 2 and 6. These standards have been broadly similar over the last four years, though some variations have occurred, reflecting the numbers with special educational needs and to some extent, the transfer to and from the school of pupils in Years 3 to 6. Pupils by the end of Year 2 achieve satisfactory standards in speaking and listening, writing and mathematics, reflecting the cohort and the number of pupils with special educational needs. Year 2 pupils' reading attainment is variable, reflecting the lower prior attainment of the cohort. The school's analyses of performance show that attainment in English at the end of Year 2 is improving, though there are variations when taking into account those pupils with lower attainment and special educational needs.
2. Standards are good in art and design and in physical education by the end of Years 2 and 6. They are good and exceed the expectations of the agreed syllabus in religious education by the end of both years. Standards are satisfactory by the end of Years 2 and 6 in all other subjects, with the exception of the unsatisfactory standards in information and communication technology by the end of Year 6.
3. Children begin school with broadly average attainment, though this varies from year to year. By the end of the reception year, children's mathematical and physical development is good, surpassing the early learning goals for their age. Their personal, social and emotional development is satisfactory. In communication, language and literacy, knowledge and understanding of the world and in their creative development, children achieve the early learning goals for their age.
4. In English, pupils' speaking skills are satisfactory by the end of Years 2 and 6. Listening skills are often good in Years 1, 2 and 3. In these classes, pupils listen attentively to lesson introductions, responding well to questions. For example, younger pupils in the school discussed stories well, whilst Year 2 and 3 pupils gave good descriptions of the Hindu god, Ganesha. Pupils in Years 4, 5 and 6 held an effective discussion about the solar system. At times, some pupils in this class do not listen well enough and they make insufficient progress in lessons.
5. Pupils' reading is satisfactory overall by the end of Year 6. In Year 2, pupils' reading is variable, reflecting the numbers with lower prior attainment and those with special educational needs. When reading aloud to inspectors, several lower attaining pupils read hesitantly, having limited strategies for deducing unfamiliar words. The few more able pupils read fluently and with good expression. Pupils in Years 3 to 6 read satisfactorily, using an appropriate range of strategies, though some Year 4 pupils are reading books that are too difficult.
6. Standards in writing are satisfactory by the end of Years 2 and 6. By the end of Year 2, most pupils' simple sentences are correctly punctuated. More able pupils' writing is good,

showing good development of ideas and descriptions. Both Year 2 and Year 3 pupils make insufficient use of more mature ways to join sentences such as in using words like “when, while” and “although”. Many pupils in the Year 2 and 3 class hold their pencils awkwardly. Writing, and in particular the use of conjunctions, is a targeted whole school issue and is part of the headteacher’s monitoring programme, with half-termly samples of writing being analysed.

7. Standards in mathematics are satisfactory by the end of Years 2 and 6. By the end of Year 2 pupils work accurately with numbers, such as in doubling and halving numbers up to 100. They understand the different processes of addition and multiplication and their relationship. They recognise two and three-dimensional shapes. They use their mental skills to solve simple problems across the curriculum. By the end of Year 6 pupils are confident in using numbers and fractions. Insufficient use is made of information and communication technology in mathematics, particularly in data handling.

8. In science, standards are satisfactory by the end of Years 2 and 6. Pupils have sound knowledge and understanding of the different aspects of the subject. They discussed ways in which they have investigated and experimented, indicating a secure understanding of fair tests. Pupils’ work shows that they often undertake the same tasks, regardless of their different ages and prior attainment.

9. Standards in art and design are good by the end of Years 2 and 6. Pupils observe closely and show imagination. They appreciate the work of different artists and are supported in this by visits to places of interest and by visits from artists, such as a Japanese visitor who demonstrated Origami techniques. Standards are good in physical education, where pupils follow instructions and perform well. In religious education, pupils’ good understanding of religion and how it relates to their own lives exceeds the requirements of the agreed syllabus.

10. In design and technology, standards are satisfactory by the end of Years 2 and 6. Homework assignments contribute well to pupils’ development in this subject. In geography and history, pupils have a good understanding of their local environment and its main features, including changes over time. Overall, they have satisfactory knowledge, skills and understanding of major events in the past and in using different sources of evidence. Subject planning in history and geography ensures continuity through the schemes of work, but planning insufficiently caters for pupils’ differing ages and needs in the mixed age classes.

11. Standards in information and communication technology are satisfactory by the end of Year 2, but are unsatisfactory by the end of Year 6 as a result of the insufficient opportunities to use computers and the lack of breadth of the provision. There is insufficient use of computers to enhance learning in other subjects.

12. There are satisfactory standards in music by the end of Years 2 and 6. Pupils sing enthusiastically and have satisfactory understanding of composing and performing. They recognise a range of musical styles. Every morning, music is played as the pupils start the day. This has a very calming effect.

Attitudes, values and personal development

13. Pupils’ attitudes, values and personal development are good. Pupils have good attitudes to their work. They enjoy coming to school and approach their lessons and activities with enthusiasm. Pupils consider the school to be a happy place where lessons are interesting

and enjoyable. Challenging and stimulating questions are answered confidently and thoughtfully. For example, in a Year 4, 5 and 6 science lesson, the teacher's good subject knowledge and questioning enabled pupils to reason and question aspects about the solar system. Most pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. Pupils throughout the school concentrate and work hard. Most have good independent learning skills and know how to use reference materials to support class work or projects completed at home, though they are less confident in finding and selecting the books they need from the school library. Children in the reception year also have good attitudes to learning, though they have too few opportunities to make choices and develop independence. Throughout the school pupils work together well as members of groups, as seen in a reception and Year 1 class geography lesson, where several pupils sensibly discussed attractive and unattractive features of photographs. The high value placed upon pupils and their achievements is seen in the attractive displays of work in the classrooms and when pupils share each other's work in lessons and assemblies.

14. Pupils' behaviour is good, representing a good improvement since the last inspection. Older pupils in the school feel that behaviour is good and that it has improved a great deal in recent years. The good behaviour has a beneficial effect upon pupils' learning and upon the school community as a whole. Pupils behave consistently well in lessons, assemblies and at lunch times. They have helped to form the school and class rules, which they understand and follow well. Parents feel that their children's involvement in devising these rules is particularly effective in promoting their good behaviour and maturity. Praise and reward for good work and behaviour are received with pride. Pupils treat the resources and equipment they use in a sensible and caring way. There have been no exclusions in the past year and appropriate procedures are in place should they be needed.

15. There are good relationships amongst all members of the school community. Adults in the school present good role models and pupils are treated with care and respect. In turn, pupils are polite and helpful towards each other and to adults. They support each other well and older pupils display a caring and responsible approach to younger ones. There is no evidence of conflict or bullying. Pupils' personal development is also good. Pupils are encouraged to act responsibly and have opportunities to carry out class duties and to serve the whole school community, for example, by helping in assemblies and by helping to clear away after lunch. Pupils have opportunities in lessons and assemblies to express their opinions and feelings, which successfully develops their confidence. They learn to respect others' values and beliefs and to show consideration for other lifestyles.

16. Attendance rates are satisfactory and in line with the national average. Pupils are eager to come to school and they usually arrive on time. Parents provide the school with good information about absences, most of which are due to childhood illness. A significant number of families take holidays in term time, which has a detrimental effect on pupils' learning. Registration time is brief and efficient and leads promptly into the first lesson.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall in Years 2 to 6, with just over one half of lessons observed across the school being good or better. The remaining lessons were taught satisfactorily. There is good adaptation of work for pupils in the Year 2 and 3 class, though this is not always seen in the Year 4, 5 and 6 class. The quality of teaching by the newly qualified teacher in the reception and Year 1 class was largely satisfactory, with several good features. The main strengths in the teaching throughout the school included the good relationships

between teachers and pupils, which enabled pupils to participate fully in discussions and to ask questions about their learning. Teachers gave pupils good opportunities to talk about their work, encouraging all, including those with special educational needs, to take part. Effective dialogue was seen, for example, when older pupils discussed and asked questions about the solar system. The teacher's good subject knowledge ensured good explanations and answers to pupils' queries.

18. Basic skills are taught well. Good opportunities are used to reinforce literacy and numeracy, such as in using knowledge gained from religious education to investigate sources of evidence for research and in measuring materials for work in design and technology. In literacy and numeracy lessons, work carefully builds on prior learning to ensure pupils make sound progress.

19. Very good use is made of homework throughout the school to reinforce and extend learning. As well as regular reading and spelling homework, pupils often have interesting tasks assigned to further their learning in other subjects. Pupils enjoy tasks such as designing their own healthy sandwich and undertaking research, such as that for their study of the planets in Years 4, 5 and 6. Teachers, parents and pupils benefit from the close communications that are achieved by using the home/school books.

20. Teaching methods are usually good, making use of a good range of different strategies to ensure pupils learn. Introductions are usually clear and pupils know the lesson aims. The introductions ensure that pupils, including those with special educational needs, understand the lesson focus and the subsequent tasks. These are well exemplified in the literacy and numeracy hours, in physical education and in religious education. At times in the Year 4, 5 and 6 class, the content of some introductions is insufficiently clear to the younger and less able pupils, who then have some difficulty in pursuing subsequent tasks. This is seen in subjects such as science, where all pupils undertake the same work. The scrutiny of work shows that there is sometimes insufficient adaptation of tasks in the foundation subjects to meet the needs of the pupils' different ages, attainment and aptitudes. In the reception and Year 1 class, introductions are usually clear, though some are too brief, resulting in some children and pupils being unsure about the purpose of the task. The provision for the reception children is not yet fully developed to ensure there is a good balance between child-initiated and adult-directed activities. This restricts children's ability to choose and investigate and to gain increasing independence.

21. Pupils are managed well in most lessons. They listen carefully and respond well to challenging tasks. The youngest children have quickly settled to routines and showed good listening skills, particularly in physical education lessons, when they responded promptly to the teacher's directions. Teachers generally adapt their use of language well to ensure all pupils understand. They have appropriate expectations of what pupils might achieve in most lessons and provide good encouragement and support. Pupils respond well by concentrating and persevering with tasks. In some cases, pupils are insufficiently well managed, such as when the teacher concentrates too long on supporting individual pupils and others receive insufficient support. Examples of this were seen during numeracy and literacy work in the reception and Year 1 class and in the Year 4, 5 and 6 class when younger pupils were unsure about how to construct a diagram in their science lesson.

22. Teachers make appropriate use of time, support staff and resources. There is effective additional literacy and "Better Reading" support for those with lower reading and writing attainment. Staff are efficiently deployed to support pupils with special educational needs, for

whom the provision has greatly improved since the last inspection. Story sacks are used well to develop home and school links and to improve pupils' reading. On occasion, time is not always used effectively and efficiently, with some lessons beginning and ending later than planned. This means that some other lessons are not allocated sufficient time. The use of computers is not yet satisfactory in Years 3 to 6, both in ensuring regular access and in supporting and reinforcing work across the curriculum. On many occasions, computers were switched on but were not in use. In the reception and Year 1 class, pupils had more regular use of computers to learn about control and to support their learning, such as in early reading and counting programs.

23. The quality of assessment is good in literacy and numeracy and there is sound assessment of pupils' work in other subjects. Teachers record progress carefully, but the use of assessment to inform planning is not yet fully satisfactory, particularly in science and in the foundation subjects. Work content is too often the same for all pupils in the class, regardless of age and prior attainment. The work produced by pupils with lower prior attainment is often incomplete. Marking is generally effective and contains constructive comments about ways in which pupils might improve. At times, marking inappropriately praises poorly presented work. The presentation and marking policy is to be reviewed this term to ensure consistency. As yet, teachers insufficiently include pupils in evaluating their work and in setting targets for improvement.

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

24. With the exception of information and communication technology, the curriculum provided by the school meets the statutory requirements of the National Curriculum and of religious education. The school has soundly addressed the issue of the last inspection of developing a framework for planning the National Curriculum. Whilst the planning for information and communication technology is well devised and securely in place, there has been a delay in implementing these plans. This is due to the staff training associated with the New Opportunities Fund initiative for training not being available until April 2002. This has resulted in the achievement of pupils in Years 3 to 6 being less than satisfactory in the range of work provided.

25. The curriculum provided otherwise covers the range of National Curriculum subjects adequately. As well as these subjects it includes religious education, personal, social and health education and a sound provision for sex and drugs awareness education. Planning is satisfactory overall, though some for subjects such as geography and history lacks clear differences in the work to be undertaken by the different age groups and pupils' differing attainment.

26. There is a good range of visitors to enhance pupils' learning in different subjects such as art and design and history. The provision for extra-curricular activities is satisfactory. Pupils make a number of visits to places of interest, including a residential stay for all pupils in Years 3 to 6. These give added breadth to the educational experiences provided for pupils. There are very good links with the secondary school, to which almost all the pupils transfer.

27. The school ensures that all pupils have equal access to the full curriculum. National changes in the curriculum and restrictions in funding have disappointed parents, some of whom, for example, would like the younger pupils to have swimming lessons. The school does

what it is required to do in this respect in ensuring that all the pupils in Years 3 to 6 are taught this aspect of physical education.

28. The effective introductions of the national literacy and numeracy initiatives have been well managed and are having a positive impact in improving standards. Planning ensures that literacy and numeracy support the other subjects in the curriculum well. For example, pupils read interesting and unusual stories in religious education and measure in design and technology.

29. The weakness in the provision for pupils with special educational needs at the last inspection has been thoroughly addressed and is now good. Pupils' individual education plans are devised and followed well, ensuring steady progress. The parents acknowledge and appreciate the good quality of this provision.

30. The school makes imaginative use of homework to broaden and extend pupils' learning and to develop their independence. As well as setting reading and mathematical activities to be done at home, the teachers provide tasks such as finding additional information about topics being studied. They encourage pupils to continue school activities such as designing a waterproof hat, or inventing and making a different sort of sandwich. These activities provide the parents with good insights into their children's work.

31. The school is well supported by the community. The use of the village hall adds considerably to the resources available to the pupils, especially for physical education. The largest local business allows the school to use its land for games and is supporting further improvements for the playground. The Community Policeman visits the school every month, spending time with each class and listening and talking to pupils about their work. Governors and other visitors from the community come into school to help with subjects, such as the governor who led work in design and technology, where pupils designed and baked bread, using different recipes. Pupils help and perform for the community at harvest festival time and at Christmas. They have planted bulbs in the village's Millennium Garden. There is a good relationship between the school and the local churches. The ministers support collective worship and help with religious education, showing the pupils around their churches and explaining how they are used. A half-termly service is held at Holy Trinity Church.

32. There is a very close relationship between the school and the local parent and toddler group, which ensures that the transition into school is managed well. The relationship extends to discussions about how the children can best be prepared for work in school, such as in teaching the children to hold pencils properly. The local secondary school has sports centre status and as part of this offers support to local primary schools for games. It also provides use of the gymnasium, together with specialist teaching of physical education. The secondary pupils also provide "reading buddies" who help the primary children to improve the quality of their reading.

33. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. This is an improvement since the previous inspection. There is good provision for the pupils' moral development, through the well-planned and managed behaviour policy and practices, which help the pupils to know the difference between right and wrong. This has also had a positive effect on behaviour, especially of the older pupils, which, at the last inspection, was seen to be in need of improvement. The well-planned and carefully delivered acts of worship provide a secure basis for the very good provision for the pupils' spiritual

development. This is helped further by the opportunities and challenges provided through visits, such as that to the outdoor pursuits centre at White Hall, near Buxton.

34. Pupils are encouraged to accept responsibilities and to become dependable people. They recognise the need to serve others, such as when they make the hall ready for assemblies, or answer the telephone in a very mature way. These activities support their social development well as does the expectation that the older pupils will support the younger ones. Their social development is also enhanced by the contributions from adults from the community who help the school. Pupils often suggest ways in which to help the number of charities that are supported by the school.

35. There is very good provision for pupils' cultural development. This incorporates both the pupils' own cultural heritage and the multicultural dimension of contemporary Britain. It is provided through religious education, for example, in the work on Hinduism and Indian culture and through music and literature. Pupils visit places of cultural interest, such as museums and a temple in Derby. In art and design, the pupils study the work of significant European artists, as well as arts from other communities. The visitor from Japan who introduced the pupils to his culture, including dress, foods, art and calligraphy, provided a good example of the latter.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has good arrangements for the care and protection of its pupils, who are all well known and well supported by the good relationships that exist throughout the school. Pupils with special educational needs are effectively supported and are fully involved in the life of the school. Outside agencies provide good support when needed. Pupils who have joined the school other than in the reception year feel welcomed and they settle very easily into their new school. Health and safety procedures are good and these benefit from the good involvement of the governing body. The arrangements for child protection are also good. There is a suitable policy and good guidance is provided. All the adults in school have secure awareness and understanding of procedures.

37. The procedures for assessing pupils' attainment are good. There are detailed records of a variety of tests and assessments in English and mathematics and an effective system is in place for recording progress in the other subjects of the curriculum. This information and samples of work are carefully analysed and provide an accurate picture of each pupil's achievements and any areas of difficulty. Records also include pupils' developing attitudes and skills. The use of assessment information to inform curriculum planning is unsatisfactory in ensuring all work is appropriate for all pupils and for providing pupils with specific individual targets for improvement.

38. There is satisfactory educational support and guidance for pupils. Their personal progress is well supported. Pupils are encouraged to consider their own successes and areas for development. These are recorded in the home/school books and in the annual written progress reports for parents. The academic support and guidance is less effective.

39. The procedures for monitoring and promoting good behaviour are good and are improved since the last inspection. There is a clear system of rewards and sanctions and

pupils are effectively involved in devising school and class rules. The good personal development of pupils plays an important role in supporting the school's behaviour policy.

40. The procedures for monitoring and improving attendance are satisfactory. Statutory requirements are mostly met, although some absences in registers remain unqualified for too long a period. Administrative arrangements are otherwise efficient and parents usually provide the school with good information about absences. Despite the provision of clear messages for parents in the school brochure about the need for good attendance, a significant number of families take their children for holidays during term time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents have very good views of the school. They are appreciative of the education provided for their children and are especially pleased with their children's enjoyment of school. They are very satisfied with the quality of information they receive about their children's progress. Parents feel that the school is very well led and managed, that the school is very welcoming and the staff very approachable. Some parents feel that there is insufficient provision for activities outside lessons and would like more sports' opportunities for their children. Inspectors agree with parents' positive views, but disagree with their views about sporting opportunities. There is a satisfactory range of activities provided outside lessons. The school offers a variety of visits and visitors to enrich the curriculum and the school is well involved in various events, including sports with other schools. The provision contributes well to the good standards in physical education. There are various lunch time and after school activities throughout the year.

42. The effectiveness of the school's links with parents is good. Parents are welcomed and are closely involved in the life of the school and their children's education. They are invited to special events and assemblies and have good opportunities to gain insight into their children's work. They are also invited to attend meetings and workshops to explain the content of the curriculum, such as, currently, the provision for pupils' personal, social and health education.

43. The impact of parents' involvement on the work of the school is good. Some parents help in the classrooms and with extra-curricular activities. Parents have supported the use of story and knowledge sacks projects well. The Friends' Association provides strong support for the school, holding a variety of fund-raising and social events for both pupils and parents. These are well supported and funds raised provide the school with welcome additional resources.

44. Good quality information is provided for parents. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. Parents feel that the information they receive about all aspects of the school is very useful and informative. Information about pupils' work and progress is conveyed in good quality written reports and through regular consultation events. Written reports offer good information about the work that pupils have completed. Successes and areas of difficulty are clearly identified and clear guidance is given for improvement. Pupils' comments are also included. They are well involved in evaluating the success of their work during the year and are encouraged to set their own personal targets for improvement.

45. Parents' contribution to their children's learning at home and at school is very good. Homework is very well supported and good use is made of the home/school books to involve

parents in their children's learning. Parents and pupils both feel that homework is imaginative and enjoyable. In addition, the opportunity to borrow story and knowledge sacks to share at home is much appreciated.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. Leadership and management are satisfactory overall. The headteacher provides good leadership and management and clear educational direction for the school, supported by key staff. There have been considerable changes in the school since the last inspection. The recently appointed headteacher at that time had clearly identified areas for the school's improvement, but subsequently took up another appointment. This left the school with an acting headteacher, who was only relatively recently appointed as headteacher. An additional class was very recently established for reception children and Year 1 pupils, who are taught by the very recently appointed, newly qualified teacher. The reorganisation of classes and appointments of new staff now provide the headteacher with suitable time for administrative and management duties, whilst maintaining a teaching commitment in the Year 2 and 3 class.

47. The headteacher's leadership provides clear educational direction. The school's aims and values are reflected well in its work, substantially due to the headteacher's determination and enthusiasm, her positive and welcoming approach and conscientiousness in developing and improving the provision. Key issues from the last inspection, along with other identified needs, such as improvements in literacy standards, form the basis of the school's development plans. There is a concerted and consistent commitment to improvement that is shared by all staff.

48. In this small school, responsibilities are mainly shared by the headteacher and the full time class teacher, with a few subject responsibilities being given to the part-time teacher. As yet, the newly qualified teacher does not share responsibilities for subject leadership, having been in post for only eight weeks at the time of the inspection. Delegation of responsibilities is generally appropriate. The headteacher has appropriately identified and is suitably managing the additional support for the development of the provision in the foundation stage, in the reception and Year 1 class. Development plans for improving the provision are sound, though these lack detail of precise stages of development, within set time scales.

49. The governing body satisfactorily fulfils its statutory duties. It has fully addressed the issues of the last inspection by providing information about special educational needs in its annual report to parents and by ensuring the prospectus informs parents of their right to withdraw pupils from acts of collective worship. The governing body has a sound role in shaping the direction of the school, being guided well by the headteacher in its development and understanding of the school's strengths and weaknesses. Governors are involved in devising the school development plan and provide good support for the headteacher, such as in dealing with premises' repairs and in monitoring the budget. The governors are now well involved in curriculum planning.

50. Governors have encouraged parental involvement through workshops related to literacy and numeracy, as well as sex education, to keep parents informed about what their children are learning. They are becoming increasingly involved in the curricular provision and in monitoring standards. Parents know the school governors, to whom they willingly communicate any concerns or suggestions. Several governors help in school and are well known by pupils.

The governors are developing their role as a critical friend well and are beginning to take a more rigorous role than previously in monitoring and evaluating developments. Governors are resolved to maintain the school's commitment to good standards of achievement and behaviour and worked hard to fund and reorganise classes with reasonable numbers of pupils. They are well involved in contingency planning, such as for projected increases in the roll.

51. The management of the monitoring, evaluation and development of teaching is broadly satisfactory, with some useful classroom observations and evaluations of standards having been achieved. These have enabled the school to focus on particular areas for improvement, such as improving resources for literacy and ensuring that curriculum planning is progressive in content. The latter has ensured a good improvement since the last inspection, when planning insufficiently provided continuity and progression across the school. The rigour of monitoring and evaluating practice and standards is effective in literacy and numeracy but has not yet ensured that work is carefully and consistently matched to meet pupils' differing ages and attainment in most foundation subjects. Though appropriate plans are in place to improve the provision in information and communication technology, particularly in Years 3 to 6, monitoring has insufficiently identified the limited time provided for pupils in these years to use computers.

52. The school is now in its second review of performance management, with appropriate objectives set for the headteacher and staff. Teachers' training is suitably linked to their own and the school's needs, such as the training requirements in information and communication technology.

53. Appropriate priorities are in place for future developments. The school development plan clearly shows immediate and longer-term priorities and identifies broad time limits for these to be achieved. The school has effectively addressed the issue from the last inspection by ensuring that the school development plan has clearly identified priorities. These do not yet detail the stages of development and their specific time limits. Immediate priorities have been addressed well, such as in establishing several initiatives to support pupils with lower attainment in literacy and in providing a consistent approach to developing handwriting and spelling. Standards are improving and these show satisfactory action to meet targets for improvement. There has also been a successful commitment to improving the curricular provision, which encourages the good contributions from parents, the community and other partner institutions. This successfully enhances pupils' learning in most subjects, with the exception of information and communication technology.

54. There is good, shared commitment to improvement, with staff sharing their expertise and professional development from attendance at training courses. There is good capacity for further improvement. The school has acted well to the suggestions provided by its adviser, by establishing formal systems for cascading information from training to all staff. There are effective procedures for the induction of staff new to the school and for the newly qualified teacher, who has regular time out of the classroom and who also receives support from an experienced early years' practitioner in developing the provision for the reception children.

55. Financial planning is good and is well supported by the governing body, whose finance committee provided very good guidance for the headteacher at the time of her appointment. The headteacher has since undergone training in financial management and is also well supported by the school secretary, who maintains an overview of day-to-day spending. Available money is spent wisely and future spending is carefully planned. There is a substantial amount of money that is being carried forward. This is planned to meet the costs associated with the additional teaching staff, the recently established reception and Year 1 additional classroom and additional resources, the rising roll and plans for further improving

the outdoor play area. Local business support also contributes well to the plans for the new play area. New technology is used appropriately for its designated purpose, such as in administrative office tasks.

56. There is a good number of teachers and support staff to meet the demand of the curriculum. There is a commitment to maintaining small classes and support staff are deployed effectively. They are used particularly well in supporting pupils with lower prior attainment and those with special educational needs. The management of the provision for pupils with these needs is good, showing a good improvement since the last inspection, when there were weaknesses in the planning and provision. The headteacher, as special educational needs co-ordinator, has worked particularly effectively to successfully address this issue.

57. The accommodation and resources are satisfactory. The interior is enhanced by informative and attractive displays of pupils' work. There is good use of the village hall and the local secondary school for physical education and the school has the use of the large, adjacent playing fields. Good plans are in place to improve and enlarge the outdoor play area that is not yet part of the school's property. The playground is marked out well with interesting games for pupils. This is used separately by reception children and Year 1 pupils, when they have some opportunities to play with large, wheeled toys.

58. Taking into account the satisfactory improvements made since the last inspection, the overall satisfactory standards, the good quality of the teaching and the sound leadership and management, the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided, the headteacher, staff and governors should:

- ◆ Improve standards in information and communication technology by the end of Year 6 by:
 - *continuing with existing plans for teacher's professional development;*
 - *ensuring there is consistent, regular use of computers across the school, both to learn skills and to support learning across the curriculum;*

(paragraphs 2, 7, 11, 23, 25, 51, 80, 91, 102, 119 and 121)

- ◆ Improve the use of assessment and monitoring procedures to ensure work meets the needs of all pupils by:

- *ensuring consistency in planning for pupils with differing prior attainment;*
- *ensuring lesson tasks are sufficiently well adapted to meet pupils' needs;*

(paragraphs 20, 23, 37, 51, 98, 104, 110, 115 and 119)

◆ Continue to improve the provision in the foundation stage by:

- *reviewing the provision to ensure children have sufficient opportunities to choose, through a good balance between adult-directed and child-initiated activity, using indoor and outdoor facilities;*
- *ensuring that children's different needs are fully met, through the use of close, ongoing assessment of their progress;*
- *continuing to improve resources.*

(paragraphs 13, 21, 61, 63, 64, 65, 67, 69, 71 and 72)

In addition to the key issues above, the school should also include the following less important issue in its action plan. This is included in paragraph 74:

- ◆ Provide pupils with opportunities to regularly use the school library.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	11	10	0	0	0
Percentage	0	5	50	45	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents slightly less than four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	55
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

English as an additional language

No of pupils

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

No of pupils

Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	4	2	6

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	0	4	4

The number of pupils undertaking the National Curriculum tests at the end of Year 2 and 6 were both less than 10 therefore their results are not recorded

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	55
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	17.2 : 1
Average class size	18.3

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	35

Financial information

Financial year	2000/01
	£
Total income	126,133
Total expenditure	118,278
Expenditure per pupil	2,465
Balance brought forward from previous year	21,114
Balance carried forward to next year	28,969

Recruitment of teachers

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	0.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	55
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	18	5	0	0
My child is making good progress in school.	69	23	0	0	8
Behaviour in the school is good.	67	25	0	0	8
My child gets the right amount of work to do at home.	62	33	5	0	0
The teaching is good.	72	23	0	0	5
I am kept well informed about how my child is getting on.	74	23	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	72	28	0	0	0
The school is well led and managed.	90	8	0	0	2
The school is helping my child become mature and responsible.	69	28	0	0	3
The school provides an interesting range of activities outside lessons.	56	21	21	0	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Classes have been reorganised this year and a newly qualified teacher has recently been appointed to teach the eight reception children and 13 Year 1 pupils in the class. This is housed in the Terrapin building adjacent to the school, which has undergone considerable improvement. An experienced classroom assistant provides support in this class, as well as supporting pupils elsewhere in the school. The quality of teaching and the provision for the reception children are satisfactory overall. By the end of the reception year, children are likely to surpass the early learning goals in their mathematical and physical development. They are likely to meet the expected goals in their personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and in their creative development.

Personal, social and emotional development

60. Children's personal, social and emotional development is satisfactory. Both the teacher and the assistant provide a warm and secure environment for children, welcoming them each day and encouraging them to become increasingly confident. Children come to school eager to learn. They willingly talk to adults and make good progress in their personal development. For example, they put on their coats and shoes independently and change for physical activities with minimal support from adults. They attend to their own personal hygiene needs. Because children have varying previous experience, with some having had little pre-school involvement, staff work hard to encourage all to develop appropriate social skills. The use of role-play is a prominent feature, where children are encouraged to engage socially and develop effective dialogues with each other. Most children communicate appropriately, such as when pretending to be patients in the "Middleton Hospital". A few have yet to learn to play with others, preferring to play individually. A few have immature speech, though they communicate their ideas confidently. Though children have been in school for only a short period of time, they listen attentively and follow the teacher's instructions well. This was particularly evident during a physical education lesson in the village hall, when children responded very well to the teacher's commands.

61. The quality of teaching is satisfactory overall. Both the teacher and the assistant show sensitivity in their approach to all children, being well aware of the needs of young children in developing these skills. During registration periods, children are greeted individually and they respond in a well-mannered way, showing courtesy and respect for adults and for each other. The one weakness in the provision is the lack of sufficient balance between work that is directed by adults and activities that enable children to choose. There is limited provision for children to move spontaneously between indoor and outdoor activities and opportunities for choosing are restricted to set times during the day. The organisation of activities sometimes means that there are missed opportunities for adults to interact effectively with children, such as in role-play and in talking to them about their work.

Communication, language and literacy

62. Children's communication skills are satisfactory overall and are likely to meet the early learning goals by the end of the reception year. Most communicate their thoughts and ideas appropriately when speaking to adults and each other. They talk in sentences, though a few

have immature speech and express themselves less clearly. Most listen carefully to adults and to each other. Good opportunities are provided for children to talk about matters of interest during whole class discussions, such as when they eagerly told their news about weekend events. Early reading skills are satisfactory. Children turn the pages in a book in the correct direction. They use the illustrations appropriately to gain understanding. Most recognise that print tells the story, though a few have yet to understand this. Children begin to record their ideas, such as when copywriting, showing understanding that print is used to tell a story. A few begin to form letters correctly, though some have yet to develop these skills. Some children who took part in copywriting activities are not yet ready to undertake this, requiring further practice in pre-writing skills, using a range of tools and materials to improve their control and co-ordination.

63. The quality of teaching is satisfactory, but has some limitations. Literacy hours are planned for the combined class, with reception children being included well in the introductory, whole class storytelling and discussion sessions. Subsequent activities are planned clearly to ensure there is different work for reception children and Year 1 pupils. Whilst most are appropriate in design, the organisation does not sufficiently promote independent choice, within a range of interesting activities. Some more able children are insufficiently stimulated or challenged by the tasks set for them. In part, this is due to the lack of resources available and the limited range of stimulating interactive displays. For example, there are no clearly designated writing areas, where children may choose to record their early mark making. Books for reading are arranged in an uninteresting way on the book display units and do not promote reading for pleasure. The planning and organisation of lessons insufficiently takes into account the needs of all children. Those who complete activities quickly are not always provided with good extension activities. For example, some children were told to go and play in the “hospital” after completing their “work” which involved copywriting. There was subsequently insufficient interaction with them.

Mathematical development

64. Children’s mathematical development is good and is likely to surpass the early learning goals by the end of the reception year. Children have good understanding of number, counting objects confidently up to 10. They counted leaves, twigs and stones collected from outside, with a few children being able to count up to 20. Some became confused when drawing around these items, where the emphasis became more focused on this skill rather than counting. When playing with water, children counted water snakes and explained how many would be left if one were taken away. Most begin to recognise and write some numbers. A few children are still progressing along the stepping stones towards understanding counting and using and recognising numbers. A few have difficulty in writing numbers. More able children are sometimes insufficiently challenged. This was seen when they mentally counted 15 leaves and 4 twigs, giving the correct total, but when they undertook the same counting task as others and spent the remainder of the time drawing faces with the leaves and twigs.

65. The quality of teaching is satisfactory. Children are included well in introductions to whole class lessons, such as counting on and giving the next number in a sequence through introductory games. There is careful planning to ensure continuity along the early mathematical stepping stones for children of reception age. This planning does not always meet children’s differing needs. The organisation and resourcing of lessons provides insufficient scope for the effective development of choice and mathematical enquiry.

Knowledge and understanding of the world

66. Children's knowledge and understanding of the world is satisfactory and they are on course to meet the expected goals by the end of the reception year. Children have good knowledge of the local area and its main features. They describe ways of travelling and some explain directions maturely for their age. For example, they describe the route taken to Matlock and know the names of local rivers and towns. The teaching in this aspect is good. Children benefit from visits to places of interest, including their walk around the village, which was used effectively to develop their appreciative skills. They described attractive and unattractive features well and subsequently drew recognisable pictures of these. Children have a secure understanding of the past, recognising that there is change over time. They understand similarities and differences, such as those between old and new houses. They recognise the old church and their new classroom. Children understand that the computer is controlled and operate this satisfactorily when using different programs, such as when clicking and dragging to dress a figure.

67. The quality of teaching is satisfactory overall. The content of the planning is detailed and ensures progression along the stepping stones in this area of learning. Introductory work is often good, but subsequent tasks are not always sufficiently well devised to meet all children's needs. Some tasks are repetitious for children, such as where they involve a considerable amount of drawing activities in one day. There are limited areas provided for exploration and investigation to promote children's knowledge and understanding.

Physical development

68. Children's physical development is good and is likely to surpass the expected goals by the end of the reception year. In physical activities in the village hall, children show good awareness of space, respond well to instructions and show good understanding of the value of physical exercise. In playing with a ball, children have good control and skills. They "took the ball for a wiggly walk", controlling the ball well with their feet. They also learned successfully how to improve their performance. In their outdoor play, children use wheeled toys confidently and make good use of the available space. Children build construction kits with ease. They manipulate malleable material and use tools such as paint brushes and crayons well. Most use pencils with good control, though some are acquiring an awkward pencil hold.

69. The quality of teaching is satisfactory. The teacher plans appropriate work for children and has helped them to develop good understanding of the rules and skills required in physical education lessons. These lessons are carefully structured and enable children to make good progress in this respect. There is insufficient adaptation of work for reception children in these lessons, which also involve the Year 1 pupils. Support and practice for children with less well developed manipulative skills are insufficiently defined in planning and developed in lessons.

Creative development

70. Children's creative development is satisfactory and is likely to meet the expected goals by the end of the reception year. Children enjoy creative activities such as painting, modelling and constructing. They use materials and equipment well, such as in painting their portraits and eyes. Children observe closely and pay attention to detail, such as in painting eyelashes carefully. The scrutiny of work shows they have used a range of resources and techniques, such as using wax crayons and paint to produce pictures of the sea. There are sometimes insufficient opportunities for children to create their own work, where they are provided with templates for subjects such as robins and an eye collage. Painting is not readily available as a choice in everyday activities. Children's creative skills are fostered well through whole class

storytelling, when they are encouraged to predict and anticipate. In role-play, some children show good creativity in devising scenarios and developing their ideas. Some lack these skills and do not always benefit from effective interactive support from adults.

71. The quality of teaching is satisfactory. The teacher encourages children to develop their creative skills but the organisation of activities does not provide sufficient opportunities for children to explore, choose and investigate throughout the day. The classroom lacks a wide range of stimulating materials and displays to encourage creativity.

72. The newly appointed and newly qualified teacher is working hard to ensure all areas of learning are successfully planned. As the result of a close audit of the provision, additional resource requirements have been identified and are in the process of being ordered. At present, there are insufficient resources in several areas, including a range of dressing up clothes and artefacts. The school is appropriately focusing on improving the provision in the reception class and receives regular support from an experienced practitioner. The newly qualified teacher has developed good long and medium term plans that have yet to be used more effectively to ensure balance between teacher-directed and child-initiated activities and to ensure that the needs of all children are fully met.

ENGLISH

73. Because there were fewer than 10 boys and girls in the Year 2 and 6 classes, the school's performance in the 2001 National Curriculum assessments are not published. Very small cohorts mean that there is considerable variation in the average National Curriculum results. The scrutiny of work from last year's Year 6 cohort shows that they achieved good standards in English. The present Year 6 pupils are likely to achieve satisfactory standards. This reflects pupils' lower prior attainment, along with those with special educational needs and does not indicate a decline in standards. Similarly, pupils by the end of Year 2 achieve satisfactory standards in speaking and listening and writing, again reflecting the cohort and the number of pupils with special educational needs. Year 2 pupils' reading attainment is variable, reflecting the lower prior attainment of the cohort. The school's analyses of performance show that attainment at the end of Year 2 is following an upward trend. The school is targeting additional literacy support, through several good initiatives, such as Better Reading, Talking Partners, Story Sacks and Additional Literacy Support to improve pupils' literacy attainment.

74. At the time of the previous inspection in 1997, pupils' attainment in all aspects of English was satisfactory by the end of Year 2. By the end of Year 6, standards were satisfactory overall in the subject, though pupils' reading was unsatisfactory. They had limited opportunity to write stories and the inconsistency in teaching handwriting in Years 3 to 6 led to varying standards. Similarly, spelling was taught inconsistently across the school. There was no school library for pupils' use. The school is addressing most of these points well. There is now a more consistent approach to teaching spelling and handwriting, which is having a positive impact on writing standards. Some younger pupils in the Year 4, 5 and 6 class have not yet developed a fluent handwriting style and their writing skills are not supported by their use of pens. Pupils' reading is satisfactory by the end of Year 6, though, across the school, there are some weaknesses in pupils' research skills. Whilst they develop appropriate skills in using individual books to locate information, few understand the classification system in the small school library that is housed in the staff room. Discussions with pupils of all ages show that they do not have regular opportunities to use the library.

75. Speaking skills are satisfactory by the end of Years 2 and 6. Listening skills are often good in Years 1, 2 and 3. In these classes, pupils listen attentively to lesson introductions,

responding well to questions. The younger pupils in the school are encouraged to develop confidence and clarity when talking about their work to others. For example, Year 1 pupils talked well about their weekend news. In Years 2 and 3, pupils talked well about the Hindu god, Ganesha, suggesting a good range of descriptions, such as “gentle, important” and “powerful”. Similarly, pupils in the Year 4, 5 and 6 class contributed well to the discussion about autobiographies. On some occasions, some pupils in this class do not listen well enough and they make insufficient progress in lessons.

76. Pupils’ reading is satisfactory overall by the end of Year 6. Year 1 pupils understand the main ideas in a story and recognise that words “need to make sense”. They know that punctuation is used to demarcate sentences, with some more able pupils recognising the use of a question mark. Year 2 pupils’ reading is broadly satisfactory but variable, reflecting the numbers with lower prior attainment and those with special educational needs. Significant numbers of lower attaining pupils are hesitant when reading aloud and some are insecure in using different reading strategies to gain meaning from books. Some rely too much on using word-building strategies to deduce unfamiliar words, making little use of other methods, such as using the illustrations and reading back and beyond unfamiliar words. The few more able pupils read fluently and with good expression. Pupils in Years 3 to 6 read satisfactorily, using an appropriate range of strategies, though some Year 4 pupils are reading books that are too difficult, resulting in hesitancy and lack of attention to punctuation and expression.

77. Standards in writing are satisfactory by the end of Year 6. The younger pupils in the school write simple sentences in a sequence to tell a story. They make realistic attempts to spell unfamiliar words, such as when writing their news about firework displays. More able pupils write well, consistently punctuating sentences and presenting their work neatly. By the end of Year 2, most pupils continue to write simple sentences that are usually correctly punctuated. Simple connectives, such as “and” and “so” are used to join ideas, which are usually developed satisfactorily to tell a simple story. More able pupils extend their writing well, such as when they wrote a short profile of Ganesha. Both Year 2 and Year 3 pupils write in short sentences, showing limited progress in the use of more complex words, such as “when, while” and “although”. Many pupils in the Year 2 and 3 class hold writing implements awkwardly, restricting the fluency of their writing.

78. In Years 4, 5 and 6, younger pupils develop their ideas appropriately in stories and accounts, though work is not always neatly presented. Pupils widen their use of vocabulary to make stories interesting to the reader. A few more able pupils write well, using paragraphs and including dialogue in their stories. Spelling and punctuation are generally satisfactory and most pupils’ handwriting is joined by the end of Year 6. Though stories often show good development of ideas, most still lack mature sentence structures.

79. Pupils enjoy English and take a full part in discussions and shared reading activities. Pupils generally respond well during the carefully planned literacy hours, where they show particular interest in reading. The school has greatly improved the quality of reading resources for the literacy hour and these are appreciated by pupils. They concentrate in most lessons and approach tasks sensibly. Pupils with special educational needs and those with lower prior attainment generally make good progress due to the sensitive support provided by staff.

80. Pupils undertake a wide range of speaking and listening, reading and writing tasks, using a variety of formats. They take turns when speaking and listening and appreciate others’ ideas and suggestions. They read and write for a variety of purposes, such as in undertaking research for topics. Some use is made of the computer to word process work and to locate

information, though there is insufficient use of information and communication technology to support the subject.

81. The literacy hour has been successfully established in the school. Planning is good, showing close adherence to national guidance and suitably adapted tasks for pupils' differing needs. Brief additional handwriting and spelling activities are improving standards in writing by the end of Year 3. These have yet to be reflected in pupils' work in the later stages of the school. Literacy is generally taught well across the school and there is shared commitment to further improvement.

82. The quality of teaching is good. Teachers plan thoroughly in literacy, ensuring good progression in skills and understanding. They introduce lessons well, giving clear explanations of tasks and maintaining good pace. Good questioning often elicits thoughtful answers. Teachers adapt work well for pupils, including those with special educational needs. They provide focused support for pupils and deploy support staff effectively to help those with lower prior attainment. Time is usually used well, providing good opportunities for reviewing and consolidating work. Pupils are managed well in most lessons, though a few pupils lose concentration when they are unclear about some aspects of their work. Homework is used very effectively to support learning. Pupils regularly receive reading and spelling homework, which is well supported by parents.

83. The school places a strong emphasis on literacy and on improving standards. There is good, targeted support for pupils, based on close analyses of their ongoing progress. Work is carefully assessed and marking provides constructive support for improvement. There is insufficient guidance for pupils on developing sentence structure. Praise is sometimes given in marking for work that is not sufficiently well completed. In this small school, the headteacher is responsible for English and she provides good leadership. She closely monitors standards and has identified clear areas for improvement. These appropriately include aspects such as handwriting, spelling and sentence structure. Good use is made of assessment and cohort tracking files to monitor progress. Targets for National Curriculum performance are well based on the information provided about pupils' progress. Individual education plans for pupils with special educational needs are detailed and show good targets for improvement in literacy. Some monitoring of teaching has been undertaken and staff meetings are held to discuss any relevant issues. Good progress in the provision for English has been made within a relatively short time since the headteacher's appointment. Resources and the accommodation are satisfactory.

MATHEMATICS

84. Very small numbers of pupils undertake National Curriculum assessments each year in Years 2 and 6, making comparisons with national averages unreliable. Taking into account the different prior attainment of pupils in the cohorts and the number with special educational needs, pupils attained satisfactory standards in relation to their capabilities in the 2001 national assessments. Over the last four years the trend in results has been good. This indicates that the school has made progress in the subject since the previous inspection, and continues to do so. The provision for mathematics in the school is good.

85. Standards at the end of Years 2 and 6 are satisfactory. The school's analyses of the results of National Curriculum and other tests has been used to maintain an appropriate balance between work in number; shape, space and measures; using and applying mathematics and handling data. They are used in planning for groups of pupils and for

individual pupils with special educational needs. The National Numeracy Strategy is used effectively to plan work for the different ages of pupils in each class. This has contributed well to the sound standards achieved and the good quality of the pupils' learning.

86. By Year 1 pupils know and handle numbers up to 20 confidently. They name simple regular shapes accurately and understand relationships between objects such as above, underneath, as well as, bigger and smaller than. By the end of Year 2 pupils double and halve numbers up to 100 quickly and accurately. They understand that multiplication is repeated addition and that 3×5 is equivalent to 5×3 . They describe simple two and three-dimensional shapes and use the mental mathematics they develop in the numeracy hour to solve simple everyday problems in mathematics as well as in other subjects, such as design and technology.

87. Pupils develop their mathematical understanding and skills as they progress through Years 3 to 6. By the end of Year 6 they handle mixed numbers and improper fractions with assurance and use the information and skill to deal with numerical problems. They make steady progress as progressively more challenging work is introduced. One effect of having more than one year group in the class is the way in which the higher attaining younger pupils are challenged to keep up with the older pupils. This is apparent in the speedy mental mathematics sessions to which the pupils enthusiastically respond.

88. Pupils enjoy mathematics and their behaviour is good. They concentrate and work conscientiously, often benefiting from interesting tasks, which promote enthusiasm. The older pupils state that they enjoy the extra challenge that the numeracy hour has given them. They explain that they work much harder and enjoy their work.

89. Individual education plans for pupils with special educational needs make good provision for support in mathematics. The good quality support they receive enables them to make similar progress to their classmates. In mathematics all groups of pupils are equally well catered for.

90. The teaching of mathematics is good in Years 1 to 6. Teachers have good subject knowledge and ways in which pupils learn mathematical skills and develop their understanding. These ensure that the pupils' learning is securely grounded. The teachers' management of the subject and their adaptation of methods to suit the needs of their particular groups of pupils ensure that the quality, quantity and pace of learning are maintained. They challenge pupils to think hard in the question and answer sessions, effectively matching the questions to the levels of skills and understanding of particular pupils. The good planning of mathematics leads to equally effective assessment of the pupils' work and of their understanding. The teachers have good expectations of pupils' achievement, with targets set for year groups being accurate and achieved. Good use is made of support staff, who contribute well to the standards attained.

91. The subject is satisfactorily resourced to meet the requirements of the national numeracy strategy and it promotes sound learning by the pupils. The co-ordinator plans effectively for future improvements as finance allows and keeps up to date with developments in the subject. There is insufficient use of information and communication technology in mathematics, particularly in data handling. Mathematics is prominent in the school improvement plan and a new and improved mathematics policy document is ready for adoption by the governing body.

SCIENCE

92. Year 6 pupils' performance in the 2001 National Curriculum assessments is not published due to the small cohorts undertaking the tests. Standards by the end of Year 6 are satisfactory, being similar to those achieved over the last few years and those seen at the time of the last inspection. Standards by the end of Year 2 are satisfactory. These differ from standards seen at the time of the last inspection, but do not indicate declining standards. They reflect the different natures of the cohorts, which are too small to provide reliable comparisons from year to year. Pupils with special educational needs make good progress.

93. Only one science lesson was seen during the inspection, due to the organisation of the timetable. The scrutiny of work, planning, discussions with pupils and the lesson observed show that standards are satisfactory. These also indicate that there are some variations in progress, largely due to insufficient adaptation of work in the mixed age classes. At the time of the last inspection, planning did not always clearly define the continuity and progression in the development of knowledge and skills. The school's planning now shows these, but in practice not all teachers ensure pupils' differing needs in the mixed age classes are met. This also applies to the provision for pupils with special educational needs, whose work is often incomplete.

94. There was insufficient evidence to judge the quality of teaching overall. A lesson about the Earth was observed in the Year 4, 5 and 6 class. The good introduction successfully enabled most pupils to understand that the Earth spins on its axis and that different parts meet sunlight. The teacher's good subject knowledge provided challenge for more able pupils, who, in return, asked searching questions. Most pupils gained sound understanding but the subsequent tasks were too difficult for all except some Year 6 pupils. Many pupils were unsure about devising a diagram to illustrate what they had learned.

95. The scrutiny of work indicates that pupils have appropriate opportunities for investigating and experimenting. In studying light, for example, younger pupils in the school have coloured "light" and "dark" pictures and compared these. They know the colours of the rainbow and recognise reflection. Year 2 and 3 pupils have recently begun similar work, studying shadows as part of the light project. They have studied healthy living and know about good and poor hygiene and a healthy diet. Planning shows that work also includes the study of solids and liquids and animal and plant habitats. In the Year 4, 5 and 6 class, pupils have experimented to prove that shiny surfaces create the best reflections and they have written clear accounts of these investigations. Good plans are in place to extend pupils' learning about the solar system, using information and communication technology to create a class magazine about this subject.

96. Discussion with Year 2 pupils showed that they have had good opportunities to undertake tests, such as testing the requirements for good plant growth. They have investigated materials for their properties, strength and value. They have worked with bulbs and batteries and torches, as part of their work on light. Year 2 pupils understand the uses of magnifying glasses and a microscope, such as when looking at apple seeds. Some do not know the names "microscope" and "binoculars" and confuse these with a magnifying glass.

97. The co-ordinator has good subject knowledge and has established an appropriate scheme of work for the school. Assessment procedures are satisfactory and appropriate records of pupils' attainment are kept. In both the co-ordinator's Year 4, 5 and 6 class and in the Year 2 and 3 class, there is insufficient use made of assessment to adapt work for pupils of

different ages and with differing attainment. Homework is used well to contribute to pupils' learning and pupils' work is marked appropriately. There are adequate resources for the subject and the school makes good use of the accommodation and the local area.

ART AND DESIGN

98. Few lessons were seen during the inspection, due to the organisation of the timetable. The scrutiny of work, planning, discussions with pupils and evidence from those lessons observed show that pupils achieve well in art and design by the end of Years 2 and 6. Their attainment is above levels expected nationally. Similar good attainment was seen at the time of the last inspection. Pupils, including those with special educational needs, make good progress.

99. Younger pupils in the school learn to observe closely and to use a range of materials and techniques. Portraits show good attention to detail, such as shape and form. Pupils have printed with various materials and paint, such as seen in their colourful display of jam and fruit. In Years 2 and 3, pupils have produced very good pictures of seascapes, in the style of Vincent van Gogh's "Seascape". They show very good observational skills and very good use of colour and brush techniques. In the Year 2 and 3 lesson observed, pupils developed good understanding of posture and facial expressions when learning methods for sketching their partners. Their understanding was skilfully enhanced by the use of "Pat and Anne Samson", by Joan Eardley, which gave pupils a good model to observe and emulate. Older pupils explored ideas for still life arrangements, discussing objects, colours, textiles, sizes and the position of objects. They successfully determined the impact of backgrounds for their arrangements, reinforcing their appreciative skills. The Year 5 pupils' drawings were satisfactory, though they drew objects as individual items and not as they were arranged.

100. Pupils enjoy art and design and work conscientiously. They take pride in the presentation of their work and persevere to improve. Pupils develop good appreciative skills, discussing their preferences and comparing artists' different styles. Their enjoyment and learning is enhanced by visits to places such as a sculpture park. They have enjoyed learning about Origami from a Japanese visitor.

101. The quality of teaching seen was good in the Year 2 and 3 class and satisfactory in the Year 4, 5 and 6 class. The good lesson was introduced well, providing clear objectives and effective demonstrations for pupils. Work built progressively from previous lessons and the teacher provided good encouragement and support for all pupils. There was good evaluation of pupils' work and the lesson contributed well to pupils' spiritual and cultural development. Pupils sensibly reflected on the difficulties involved in being a "sitter" for an artist, as well as those posed by the "sitter" to the artist. Pupils with special educational needs were very well supported and made good progress. In the satisfactory lesson, there were similar strengths in the introduction to the lesson but the pace began to slow when some pupils began to lose interest and worked with little concentration.

102. Planning for art and design is soundly based on national guidance. Pupils learn a wide range of techniques and skills and use a good variety of materials. Art and design often supports learning in other subjects of the curriculum. For example, Hindu artefacts used in religious education lessons provide a stimulus for pupils' designing and appreciative skills. Younger pupils' science study of light includes artwork relating to colour and light and light and dark pictures. The study of animals is used to create fabric and paper collages of "hot country"

animals, underwater creatures and “night time” animals. Pupils work in two and three-dimensions, such as in creating wire sculpture creatures. In the best examples, pupils made good use of their sketchbooks to design and plan their work, though the regular use of sketchbooks is not seen across the school. At times, some younger pupils in the school use templates too often, restricting their creativity. Some contributions are provided from the use of computer paint programs, though this is not sufficiently developed.

103. There is sound leadership of art and design and there has been a good focus on ensuring that skills are progressively developed across the school. Pupils’ progress is assessed and there are often good contributions to pupils’ learning through interesting homework assignments. The monitoring of teaching is not yet fully effective in ensuring a consistent approach to planning, which meets the needs of pupils of different ages in the mixed age classes. The school building is generally enhanced by the quality of displays.

DESIGN AND TECHNOLOGY

104. There were no lessons of design and technology timetabled during the period of the inspection. The scrutiny of work, planning and discussions with staff and pupils show that standards are satisfactory by the end of Years 2 and 6. The previous inspection found that standards at the end of Year 2 were good, whilst those at the end of Year 6 were satisfactory. Present standards reflect the prior attainment of the cohorts, including the numbers of pupils with special educational needs, and do not indicate a decline in standards by the end of Year 2.

105. Pupils across the school are taught to think carefully about their original design, to try parts of it out and adapt the design where necessary. They make or model the object, evaluate what they have done and indicate how they can improve the design and make a better version. This is seen where younger pupils build models of buildings from construction kits and where older pupils design torches, using their knowledge in science of electricity, circuits and switches.

106. Pupils in the Year 4, 5 and 6 class designed, made and played musical instruments, usefully linking design and technology with music. The designs also required them to measure accurately, using mathematical skills. They selected and cut various materials carefully to size.

107. One very noteworthy feature of the provision for design and technology is the good way in which it is included in homework. For example, younger pupils designed a waterproof hat for homework, as part of the project on designing clothing for different types of weather. This not only encouraged parents to become involved in this subject, but also challenged the pupils to undertake similar projects of their own choice. Another distinctive feature of the subject is the contribution of visitors to the school, such as a governor who helped the older pupils devise and make different types of bread.

108. Throughout the school, pupils talk enthusiastically about their work, using suitable vocabulary. Teachers plan work carefully, following national guidance, which has also been used to devise the school's policy and scheme of work. Not enough use is made of information and communication technology in the teaching, learning and development of the subject. Plans for this development are designed to take place when the staff receive their National Grid for Learning training, which has been offered to them during the present school year.

109. There is satisfactory provision for assessing pupils' work, which is undertaken at the end of each half term. There is insufficient provision of work of different levels to ensure skills are systematically developed in the mixed age classes, with nearly all pupils undertaking the same work. The teachers recognise the pupils' differing levels of skill and understanding in their expectations of the outcomes of the activity and in their marking. The provision for pupils with identified special educational needs is good and they make good progress. They are well included in all aspects of work. The subject is satisfactorily led and the resources provided are sufficient to meet the needs of the curriculum.

GEOGRAPHY

110. Standards in geography are satisfactory at the end of Years 2 and 6. Similar standards were seen at the time of the last inspection. Pupils, including those with special educational needs, make satisfactory progress. Only two lessons were seen due to the organisation of the timetable. These were taught satisfactorily in reception and Year 1 and in Years 2 and 3.

111. In Year 1, pupils separated attractive and unattractive features of their local area. They briefly discussed and then drew these features. They described these clearly to inspectors, though there was limited in-depth discussion about these with the teacher. The task was insufficiently challenging for more able pupils, who completed work very quickly and were provided with insufficient extension work. Discussions with pupils show that they have a good understanding of their local environment and its main features and that they enjoy geography.

112. Year 2 pupils have studied the British Isles. They know and name the four countries and locate their village on a map. Pupils in the Year 2 and 3 class have used a web site well to support their learning in a project about the seaside. They have used a globe, maps and a road atlas as part of this project, which involved solving clues. Year 3 pupils undertake the same work, showing insufficient adaptation for the different age groups. There is also insufficient use of assessment to ensure pupils' differing needs are fully met.

113. In the Year 2 and 3 lesson, pupils successfully learned about seaside places beyond the British Isles. The lesson was well linked to work in literacy, using the poem, "Life in the Caribbean" as a source of evidence. Pupils discussed islands, suggesting those they knew, such as the Isle of Wight and Malta. Some Year 3 pupils knew that Ireland is a separate island but is part of the British Isles. As a result of the good introductory discussion pupils recognised that a poster, maps, books and a globe provide sources of evidence. They learned to locate the Caribbean and to mark its distance from the British Isles. They were then asked to undertake this themselves, using a map. The task was appropriate for some pupils but insufficiently challenged those with higher attainment. These pupils completed the task immediately and spent time waiting for the next part of the lesson. In the Year 4, 5 and 6 class, pupils have studied world climates. They have secure understanding of equatorial, tropical, continental and coastal climates and know the major uses of water, such as for homes, leisure and industry.

114. Planning shows appropriate progression and continuity across the school but there is insufficient use of assessment to inform future teaching, to ensure all pupils' needs are met. Pupils' work is appropriately assessed and recorded and marking is satisfactory overall. Some poorly presented work by more able pupils is sometimes accepted and praised. In the lessons seen, pupils were managed satisfactorily, though there was insufficient challenge for some pupils, resulting in their inefficient use of time. Generally, good use is made of available

resources and the local area for fieldwork. There is satisfactory subject co-ordination, though there is insufficient rigour in the monitoring and evaluation of teaching and learning.

HISTORY

115. No lessons in history were seen due to the organisation of the timetable. The scrutiny of work and planning, along with discussions with pupils indicates that they achieve satisfactory standards by the end of Years 2 and 6. Pupils with special educational needs achieve well in relation to their prior attainment. Similar standards were seen at the end of Year 6 during the last inspection, but at that time Year 2 standards were very good. The cohorts vary from year to year and the current standards are reflective of pupils' prior attainment.

116. Younger pupils in the school have a satisfactory understanding of the past. They recognise differences between old and new houses and describe some features of the locality that are old. They understand change over time, such as in their own growth from infancy to their present age. Year 2 and 3 pupils understand that artefacts provide information about the past, such as through studying old toys. They recognise that there are similarities and differences between old and new toys. Pupils have used a range of sources of evidence, including posters, books and artefacts to make inferences about life in the past and undertook independent research to find information about their own homes. A member of the midday staff described her seaside holiday memories of 60 years ago to Year 2 and 3 pupils. Planning shows appropriate studies are made of famous people, such as Florence Nightingale and studies of major events, such as the Great Fire of London.

117. Discussions with older pupils in the school show they understand the use of a variety of sources of information. They use information and communication technology to research information. They talk about events, such as World War II, discussing cause and effect satisfactorily. They name famous people, such as Henry VIII and talk about his reign. Pupils use information books well to find out about their topics, though very few understand or use the library classification system to locate books. They have insufficient opportunities to use the school library for independent research. Few pupils know of the need to determine fact from opinion when using reference materials.

118. There was insufficient evidence to make a firm judgement about the quality of teaching. The subject planning ensures continuity through the scheme of work, but teachers' planning insufficiently caters for pupils' differing ages and needs. Work is appropriately assessed and is marked conscientiously. Monitoring is as yet insufficiently rigorous to monitor standards and the work undertaken. Resources are satisfactory. The school makes good use of visits to places of historical interest, including museums.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. The provision for information and communication technology is unsatisfactory. The school's plans for improvement are based upon staff training related to the National Grid for Learning enterprise. This is scheduled for training by the provider towards the end of the spring term 2002. Planning towards this improvement is in process and the apparatus has been purchased and fitted, whilst funds for the purchase of new programs is deferred until training and revision of the planning has been completed. The development of information and communication technology figures prominently in the school's development planning for the

next two years, so the school's commitment to improvement and the means to achieve this are in no doubt.

120. Pupils in Years 1 and 2 make satisfactory progress. By the end of Year 2 they achieve satisfactory standards. They use direction keys and the mouse with some confidence, though the organisation of the use of the machines does not provide them with much practice time. This means that those pupils with access to computers at home develop their skills more rapidly than those who practise skills in school. Pupils also use tape players and other audio equipment to listen to stories or music and they work these machines independently. Pupils in Years 2 and 3 make good use of the Internet for geography, basing the work on "Ivor Map" to research different places. This includes the sending and receiving of e-mail messages. The results in the pupils' workbooks suggest a good level of competence in this aspect of the work. The same group of pupils design and make name labels, changing fonts and print size confidently.

121. Older pupils' progress is less satisfactory. By the end of Year 6, standards are lower than expected for pupils of this age. The range of computer skills and understanding within the Key Stage 2 programme is very wide and the irregular and short time allocated to the practical aspects of the subject inhibits the development of skills in using both the machines and the programs. Further, information and communication technology is insufficiently used to enrich and enhance learning in other subjects such as mathematics, science or English. The research work utilising information and communication technology, initiated in Years 2 and 3, is not developed effectively among the older pupils in subjects such as geography and history. This current lack of opportunities makes it difficult for the pupils to achieve appropriate standards in relation to their capabilities.

122. The teaching of the subject in Years 1, 2 and 3 is good. In the Year 4, 5 and 6 class, the teaching is satisfactory in those aspects of the subject that are taught. It is acknowledged by the school that teachers' knowledge of the subject and skills in handling the equipment are developing and that further training is required to ensure the full range of work is taught.

123. Where the pupils are challenged and motivated by the work provided for them, they respond well and work hard. Where the work is less demanding, pupils work at a slower pace and make insufficient progress. At times, demonstrations using the monitor are not clearly seen by all pupils. Support is provided for the pupils with special educational needs so that they progress at a similar rate to their classmates. There is no difference between boys' and girls' use of the computers or other machines. Generally, the pupils are co-operative and help each other, sharing their discoveries.

124. The resources provided for the subject are adequate to meet the needs of the curriculum, though there has been a history of inadequate resourcing. This was the case at the time of the previous inspection and has now been overcome. This recent improvement in the subject augurs well for the necessary planned developments. The leadership of the subject has been hesitant, but vigorous and timely plans for development have been initiated, so that plans and time limits for improvements are clear.

MUSIC

125. The standards achieved in music are satisfactory by the end of Years 2 and 6 and are similar to those seen at the time of the last inspection. The school makes good use of recorded music to support the pupils' singing, both in acts of collective worship and in the music lessons. The same apparatus is also used imaginatively to provide the pupils with

experience and understanding of music from different parts of the world, as well as from their own tradition. Music is also used well to support physical education in dance and to support religious education, for example, when studying religions from the Indian sub-continent.

126. Pupils in Years 1 and 2 respond well to the different tones of music produced from a keyboard, taking their partners on a "voice walk", following the pitch of some music with high and low notes. They recognise the different variations of pitch well. The same pupils play untuned percussion instruments to represent the characters in a story they are reading, first listening to the story and then making the appropriate sounds when their character is mentioned. Year 2 and 3 pupils listened to vocal music from Africa in a track from "Gracelands", which the class teacher shared enthusiastically with them. They used a good variety of words to describe their feelings on hearing the music, responding to it sensitively. They identified other forms of vocal music clearly. They also accurately clapped the rhythm of names of the week and of the months of the year, individually, for the rest of the class to follow. This practice led on to clapping out the rhythm of the song that they sang to a tape. Pupils turned this successfully into a performance with a "choir" of four pupils to lead, along with three more playing percussion instruments, perhaps with more enthusiasm than skill at times. This provided a good musical experience for them.

127. The pupils, especially the younger ones, enjoy music and this leads to satisfactory achievement. The teachers foster and encourage pupils' enthusiasm. The pupils' singing for collective worship lacks a measure of confidence, though this is not the case when they sing songs they know well and enjoy and when there is another member of staff near them to encourage them. This is especially true of the older pupils in the school. Pupils enjoy performing for adults at times like Christmas, or when they perform a show or a pantomime. The music used in collective worship is identified and discussed so that the pupils build up a sound knowledge of a range of styles of music and musicians. This part of the music curriculum is well supported by visits, such as that of a group of string musicians, who introduced the pupils to a wide range of music making. Apart from pupils who join the recorder club or who receive instrumental tuition, the making of music is found more among the younger pupils from Years 1 to 3 than among the older pupils. There is little evidence of composing by older pupils and computer programs to assist in this are not used.

128. The subject is planned using some of the national guidance to ensure that the National Curriculum requirements are covered adequately. The plans for individual lessons or groups of lessons do not make sufficient provision for the range of ages in classes, to ensure that there is a good development of skills as the pupils progress from year to year.

129. The teaching of those lessons seen was good in Years 1 to 3. No direct teaching was seen in the Year 4, 5 and 6 class. Teachers' enthusiasm and their subject knowledge ensured satisfactory learning. The pace of the lessons was variable, though a satisfactory amount of musical understanding and development took place. Pupils enjoy the lessons, because they are encouraged to experiment and investigate. The teachers encourage the pupils to support one another. The positive responses of the teachers ensure that no children feel excluded because of a perceived lack of ability.

130. The subject is soundly led and plans outlined for its future development aim to bring it into line with the latest National Curriculum recommendations. The assessment of pupils' achievements in music is informal. It reflects the generally good understanding that the class teachers have of their pupils. It does not extend to providing different levels of work for the different ages and prior attainment of pupils in the classes, in a structured way.

131. The music in the school plays a significant role in the provision for pupils' cultural development, which is good. Pupils recognise a range of musical styles and respond to them appropriately both in music lessons and in other parts of the curriculum. The subject also contributes well to pupils' involvement in the community, where they enjoy performing for others.

PHYSICAL EDUCATION

132. The physical education provision is of a good quality and enables the pupils to achieve good standards in the skills, knowledge and understanding of physical activities. The school makes very good use of the opportunities provided by the local secondary school sports centre gymnasium and teaching staff. It arranges a broad programme of visits and out of school sporting engagements, which give breadth to the physical education provision. These ensure that the pupils do not suffer from the lack of competition in games and the narrowness of physical experiences, which are sometimes a consequence of small numbers in a small rural school. The school is encouraged by the sporting traditions of the local community and parents' support.

133. The last inspection found that standards in physical education were satisfactory at the end of Year 2 and less than satisfactory by the end of Year 6. There has been a good improvement since then. By the end of Year 2, pupils achieve well in body control, skills in balancing, jumping and hopping and in controlling balls, such as in throwing, catching and kicking them. They understand the need to warm up before and cool down after exercise and recognise the importance of exercise for healthy living. They have a good understanding of games and of what "playing fairly" constitutes.

134. By the end of Year 6, pupils move confidently, showing good body control and co-ordination. They develop sequences of gymnastic or dance movements, giving and receiving helpful, critical comments. They then improve the sequence in the light of the comments received and their own evaluation. Skills in games playing are developed well. The school provides opportunities for all the pupils in Years 3 to 6 to learn to swim, with most achieving at least the minimum expected, whilst others achieve well. Residential visits provide the Year 3 to 6 pupils with further good opportunities for a wider range of physical activities that challenge them, such as the outdoor pursuits practised at White Hall. Pupils wrote with enthusiasm, describing the challenges they had experienced. The pupils throughout the school work well together in pairs or in small groups.

135. The teaching of physical education is good. Teachers have a good understanding of the subject and of how pupils develop skills. There are high expectations of what the pupils can achieve and a good range of teaching methods is used. This combination promotes pupils' good effort and performance. Those pupils with higher than average potential are challenged well by specialist teachers, in an encouraging environment, in the local secondary school. The pupils enjoy physical education and work hard to develop their skills in gymnastics. They concentrate well on tasks and take an interest in their own learning.

136. Lessons proceed at an appropriate pace. In dance in particular, some of the younger pupils in the school developed imaginative movements when listening to Indian music and made good progress. Pupils with special educational needs are given support as necessary and make good progress. All pupils are included well in school, at the swimming pool and secondary school and in outdoor pursuits.

137. Physical education planning follows national guidance and is good. There is suitably progressive work for the pupils as they grow older and the design of lessons ensures this takes place in the mixed age classes. This contributes to the good standards achieved as the work is closely matched to pupils' prior levels of attainment. Good use is made of opportunities to broaden the pupils' experience of games, using Top Sport facilities. The subject is managed well. The resources in the school are adequate. The village hall provides good space and the grounds are generous for games. The facilities off-site for swimming and gymnastics are good and they are used well. The procedures for monitoring pupils' development are good and teachers' good knowledge of the pupils ensures effective planning. The enthusiasm of the staff and their skill in teaching, together with the good degree of outside support, all contribute to the better than average standards achieved in all aspects of the subject.

RELIGIOUS EDUCATION

138. Standards in religious education are good by the end of Years 2 and 6. By the end of both years, standards are satisfactory in pupils' knowledge about religions. Their understanding and learning from religions, in responding to what they have learnt and relating it to their lives, is better than that usually expected, so that overall standards are good. This is a significant improvement on the standards achieved at the time of the last inspection, when they were satisfactory.

139. The religious education in the school is presented imaginatively and attractively, engaging the pupils' interest well, such as in the very arresting display on Hinduism in the entrance to the school. This illustrates both a strength and a weakness in the provision for religious education. It provides a very good focus for the work that the pupils are doing in the subject and it helps them to recall the work well. But it is, at the same time, a focus for the religious education taking place for the whole school and work for different ages of pupils in the same classes is not always as clearly identified and planned for as it might be. Nevertheless the pupils' achievements in the subject are good overall.

140. The work provided for religious education lessons is supplemented in other areas of the curriculum, such as in music and dance, where pupils become familiar with aspects of Hindu culture and faith. Classical Hindu stories, of Rama and Sita, for example, introduced by a visiting story teller, are very effectively followed up and used in literacy work as well as developing the pupils' understanding of an aspect of Hindu religion. This gives a breadth and a depth to all the pupils' studies, especially as this linking of subject areas is naturally developed within the topic being studied. The visits the pupils make to local churches to learn about Christian worship and beliefs, as well as further afield to a Hindu temple in Derby, add significantly to their knowledge and understanding of the subject and contribute to their understanding and tolerance of cultural differences.

141. Pupils in Years 1 to 3 respond enthusiastically to well-planned lessons where they develop their knowledge and understanding of Hindu beliefs and practices, relating these to their knowledge of Christianity. They recalled information about the names and attributes of Hindu gods and discussed the relationships between them knowledgeably, using the correct terms. The quality of their work was helped by the provision of good and arresting resources, which gave the pupils contact with actual and original Hindu objects. They made good use of information derived from their study of Christianity in the discussion about how and why Hindus use diva lamps in their Diwali celebrations. The pupils demonstrate good understanding, such as when discussing how people might make preparations at home or in a religious building, to

welcome a visitor. This means that when they subsequently make patterned doorway hangings, such as would be used for Diwali, they understand their significance, likening this, for example, to making and hanging Christmas decorations. Good links are also made between the religious education topics studied, in Christianity in particular, with other areas of the curriculum, such as personal, social and health education. Whilst these are taught separately, insights gained from one subject are used well to develop the understanding of the other, as in the study of rules in society and commandments in religion.

142. The teaching of religious education is good. Teachers have good subject knowledge and understanding of how the pupils learn. This has a positive effect on the standards achieved. Pupils respond well to the high expectations that the teachers have of them and take a good interest in their work.

143. The subject is well led and a revised policy has recently been adopted. Preparations are in hand to update the scheme of work as necessary, as the Derbyshire agreed syllabus for the subject is currently being revised. The monitoring of the work undertaken and of the results the pupils achieve is generally satisfactory, though the use of assessment does not always inform planning and varied work for pupils of different ages.

143. Religious education and the collective worship with which it is often associated, play a very significant role in the very good provision made for the pupils' spiritual development. Pupils are helped to understand the part played by, for example, prayer and celebration in various forms of worship and relate this to their own experience. The planning for religious education and the assessment of the pupils' achievements in the subject are based on the local Derbyshire agreed syllabus of religious education, currently supplemented by national guidance. The sensitive approach to the subject has avoided the withdrawal of any pupils from religious education and ensures that all pupils have equal access to the curriculum.