

## **INSPECTION REPORT**

**AMBERGATE PRIMARY SCHOOL**

BELPER

LEA area: DERBYSHIRE

Unique reference number: 112786 URN

Headteacher: Mr David Cook

Reporting inspector: David Wynford-Jones  
23138

Dates of inspection: 28 – 31 January 2002

Inspection number: 194512

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Toadmoor Lane Ambergate Belper Derbyshire
Postcode:	DE56 2GN
Telephone number:	01773 852204
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Philip Dalton
Date of previous inspection:	May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23138	David Wynford Jones	Registered inspector	Foundation Stage; Mathematics; Art; Physical education; Special educational needs.	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9974	Daljit Singh	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?
20380	Neville Pinkney	Team inspector	English; Geography; History; Religious education; English as an additional language.	How good are the curricular and other opportunities offered to pupils?
2917	Jackie McMullan	Team inspector	Science; Information technology; Design technology; Equal opportunities.	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ambergate Primary is smaller than the average primary school. There are 95 pupils on roll, 52 boys and 43 girls aged between 4 and 11. There are four classes, reception and Year 1, Year 2, Years 3 and 4, and Years 5 and 6. The roll has risen steadily from 80 since the last inspection. Most pupils live within the school's catchment area. They come from a wide range of socio-economic backgrounds and live in a mix of private and rented accommodation. The school's intake reflects the whole ability range. Many pupils have received some pre-school education. Attainment on entry is in line with the national average. There are no ethnic minority pupils or those for whom English is an additional language. 5.4 percent of the pupils are entitled to free school meals which is well below the national average of 18 per cent. There are 17 pupils on the special needs register, 6 are on stages 3-4, one pupil has a statement of special educational needs. The percentage of pupils on the special educational needs register is below the national average.

### **HOW GOOD THE SCHOOL IS**

Ambergate Primary is a sound and improving school. It is well placed to make further improvements. Standards are rising, particularly in English, mathematics and science in Years 3-6. Overall, the quality of teaching is sound; in Years 3-6 it is good. The vast majority of pupils, in Years 3 - 6 make good progress. The provision for pupils with special educational needs is good. They make good progress. Teaching assistants provide effective support and make a significant contribution to pupils' learning. The leadership and management of the school are sound. Good links have been established with the local community, in which the school has a good reputation. The school provides sound value for money.

### **WHAT THE SCHOOL DOES WELL**

- Teaching in Y3 to Y6 is good and by the age of 11, pupil attainment in mathematics and science is above national expectations.
- Pupils with special educational needs and those requiring additional support make good progress throughout the school to achieve close to the national average.
- Pupil behaviour is good. They behave well, and are supportive of each other. They have a good attitude to work. They listen carefully and respond confidently.
- There is a good range of extra curricular activities which pupils are keen to attend and take part.
- The headteacher has developed good links with parents and the community. They support the school well.
- Teaching assistants support pupils' learning effectively, especially in literacy and numeracy. The National Literacy Strategy has been implemented well.

## WHAT COULD BE IMPROVED

- The quality, range and organisation of the curriculum to cover all areas of learning in the Foundation Stage and in Y 1 & 2.
- Teacher assessment procedures, particularly in science in Y2.
- Provision for ICT, art and PE.
- The role of the co-ordinators in monitoring and evaluating standards and the quality of teaching.
- Planned opportunities to develop pupils' spiritual and cultural awareness.
- Planned opportunities for independent learning skills especially in the Foundation Stage and Y1 & 2.
- The accommodation as it is impeding the quality of pupils' learning.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Most pupils attained the expected level in English, mathematics and science for seven- and 11-year-olds. Attainment in the other subjects and religious education was broadly in line with national expectations. The inspection report identified a number of weaknesses- teacher assessment in the foundation subjects and religious education; challenge for the more able pupils; the role of the governors in monitoring and evaluating the quality of education; the length of the teaching day in Key Stage 2 and the quality of written reports to parents.

Satisfactory progress has been made in addressing most of the weaknesses: assessment procedures for foundation subjects and religious education are in place. The assessments are being used appropriately to inform most future planning but there are some weaknesses in Key Stage 1 science. Standards are rising and more pupils achieve the higher level 3 by the end of Year 2 and level 5, by the end of Year 6 in the core subjects, except in science in Year 2. Governors are more involved in the life of the school and have a greater awareness of standards. They receive regular reports from the headteacher and have a clearer view of strengths and weaknesses within the school. The length of the teaching day has been increased and exceeds the recommended minimum for Years 3-6. The quality of the written reports has improved. They contain detailed comments for each subject, but still do not identify what pupils should do to improve.

## STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	C	E
mathematics	C	A	B	C
science	E	D	A	C

**Key**

*well above average* A

*above average* B

*average* C

*below average* D

*well below average* E

The school's average results in the national tests in 2001 for pupils aged 11 are above the national average in mathematics and well above in science. In English they are in line. When compared to similar schools, standards in mathematics and science are in line but in

English are well below. There is above average improvement in mathematics and science, when compared to pupils' prior attainment at the end of Key Stage 1 in 1997. It is below average in English. The school exceeded its targets in English and mathematics in 2000 and in mathematics in 2001. These targets were not particularly challenging. More realistic and challenging targets for Level 4 and Level 5 for 11-year-olds have been set for 2002 and 2003 in English and mathematics. The school has not set targets for science.

The school's average results in the national tests for Key Stage 1 in 2001 are in line with the national average in reading and above in writing and mathematics. Standards are below in reading and mathematics when compared with similar schools and in line in writing. The percentage of pupils attaining Level 2b and above when compared with the national results is below in writing and mathematics and well below in reading. When compared to similar schools it is well below in reading, writing and in mathematics. In reading results are in the lowest 5 percent nationally. The percentage of pupils attaining Level 3 is above the national average in reading and writing and well above in mathematics. The results are comparable with similar schools in reading and writing and above in mathematics. The overall trend over the last four years is one of improving standards. Teacher assessment in Key Stage 1 lacks accuracy, especially in science.

*The inspection findings confirm these results. There is no significant difference in the progress made by boys and girls. Pupils with special educational needs make good progress. Gifted and talented pupils make reasonable progress in Years 3-6, but are not sufficiently challenged in Years 1 and 2. Standards in art and ICT are below national expectations.*

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards being at school. They are keen to contribute in lessons and after school activities.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils are courteous, well mannered and keen to take responsibility. There are no signs of any bullying and pupils are aware of how their behaviour affects others
Personal development and relationships	Personal relationships are good. The relationships that pupils have with their teachers, other adults and each other make a significant contribution to the school's positive ethos.
Attendance	Attendance is good. There are appropriate systems in place to record and follow up any absences. Unauthorised absence is below the national average.

## TEACHING AND LEARNING

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

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

Teaching is sound overall. Approximately 42% of the teaching was good. Some good teaching was observed in all classes. Good teaching was observed in all subjects except geography and information technology. Teaching in three out of four English lessons and



one in three mathematics lessons was good or better. Teaching was unsatisfactory only in two lessons. There were more good or very good lessons observed in Years 3-6 and the overall quality of teaching is much better in those year groups. Throughout the school, pupils with special educational needs and those receiving additional support from teaching assistants receive effective support especially in literacy and numeracy. Gifted and talented pupils are not challenged sufficiently in some lessons. Teachers treat boys and girls equally throughout the school. As a result there are no significant differences in their performance. The level of good or better teaching identified within the last inspection has not been sustained.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad curriculum. All subjects in the national curriculum and religious education are taught and supported well by a good range of extra curricular activities. The structure of the class timetables for delivering the curriculum, in the Foundation Stage and Years 1-2 does not meet the needs of young children. Statutory requirements are not met in PE and ICT.
Provision for pupils with special educational needs	Provision for pupils with special education needs is good and enables them to make good progress. Good support is provided in literacy and numeracy by the teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall, pupils' moral and social development is satisfactory; spiritual and cultural is unsatisfactory. Opportunities to develop pupils' spiritual and cultural awareness in lessons are missed.
How well the school cares for its pupils	The school cares for its pupils well. Good procedures for child protection are in place.

The school and parents work together well. Parents are made to feel welcome at the school and to make regular contact with their child's class teacher. Parents and members of the local community are involved with fundraising activities and extra curricular activities. These provide very good support to the school in its work. The information provided by the school, such as newsletters, details of events, and pupils' progress reports is good. There is a high level of parental satisfaction with the school, although many parents would appreciate further guidance on how to support their children with their homework.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are both sound overall. The headteacher has a good understanding of most of the strengths and weaknesses of the school. Much good work has been accomplished in the last three years. The role of subject co-ordinators needs further development.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities and are developing their role satisfactorily. They are keen to support and be involved in the life of the school.
The school's evaluation of its performance	The headteacher tracks and analyses pupils' progress well. However, there is insufficient rigour in analysing the impact of actions on pupil progress and the standards they achieve. The priorities in the school development plan are appropriate. The plan provides a sound basis for further development but lacks details on how it will be monitored and evaluated.
The strategic use of resources	Satisfactory overall. The budget is allocated appropriately. The school development plan is carefully costed and linked to need in order to raise standards. Best value principles are being addressed satisfactorily.

There are sufficient suitably qualified teachers and learning support assistants for the number of pupils on roll. The recent building extension improves the accommodation significantly. However, the accommodation is still poor. The Year 5/6 classroom is cramped and the Year 2 class is located in the hall. Pupils in Y2 have to vacate their class base to allow it to be used for lunches, assemblies, and when the space is required by other classes. Much valuable teaching time is lost. This has an adverse effect on pupils' learning and the standards they achieve. Accommodation for physical education is unsatisfactory pupils' health and safety is sometimes at risk. The quality and quantity of resources are satisfactory in all subjects except for PE. However, many books in the library need replacing.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Family and caring ethos in the school.</li> <li>Good relationships between the school, parents and the community.</li> <li>Confidence of the pupils.</li> <li>The quality of the teaching.</li> <li>Expectations of the staff.</li> <li>Leadership of the headteacher.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on supporting pupils with their homework and more consistency in setting the work.</li> <li>Being kept better informed on pupil progress.</li> <li>Extra curricular activities.</li> </ul>

*Evidence from the inspection supports the positive view of the parents. Inspectors found that extra curricular activity is a strength of the school. Pupils receive an appropriate amount of homework.*

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The school has made satisfactory progress in raising standards since the last inspection.
2. Attainment on entry is generally in line with the national average. However, evidence from baseline assessments suggests that attainment on entry in the present year was slightly lower than in previous years.
3. In the reception class, children make satisfactory progress in their personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. They do not make enough progress in their creative and physical development. However, most children will meet the recommended early learning goals by the end of the reception year.
4. Results in the 2001 national tests for pupils aged seven were average in reading and above average in writing when compared with all schools nationally. However, they were below average in reading and average in writing when compared with similar schools. The percentage of pupils achieving the higher level (Level 3) was similar in reading and writing. The school was successful in ensuring that virtually all pupils attained the expected level (Level 2), but too many pupils were in the lower band of this level. Inspection findings in English show that standards achieved by pupils presently in Year 2 are in line with expectations in speaking and listening, and broadly in line in reading, writing, spelling and handwriting. Overall, pupils make satisfactory progress in relation to their attainment on entry by the end of Year 2.
5. Results in the 2001 national tests in English for pupils aged 11 were in line with the national average, but well below the average of similar schools. However, these pupils made less progress than expected compared with the standards they achieved at age seven. The percentage of pupils reaching the higher level (Level 5) was in line with similar schools but above the national average. Inspection findings show that standards achieved by pupils presently in Year 6 are satisfactory in speaking, listening, writing, spelling and handwriting, their standards in reading are generally good. These pupils are making satisfactory and often good progress in English in relation to their prior attainment.
6. There are no significant differences in either key stage in the attainment of boys and girls that cannot be attributed to the small size of the cohort and the abilities of individual pupils. Pupils with special educational needs make good progress overall. Some more able pupils do not make enough progress in Years 1 and 2, but those in Year 5 are making good progress.
7. Results in the national tests in mathematics in 2001 for pupils aged seven were above the national average but below the average of similar schools. The percentage of pupils achieving the higher Level 3 (that expected of nine-year olds) was well above the national average and above the average of similar schools. The school was successful in ensuring that all pupils attained the expected Level 2, but too many pupils were in the lower band of this level. Inspection findings in mathematics show that standards achieved by pupils presently in Year 2 are broadly in line with national expectations in all areas of mathematics. Overall, pupils make satisfactory progress in relation to their prior attainment by age seven.

8. The mathematics results in the national tests in 2001 for pupils aged 11 were above the national average and comparable with the results of similar schools. The percentage of pupils reaching the higher Level 5 (that expected of 14-year olds) was above average compared to the national figures and comparable with similar schools. Inspection findings show that standards achieved by pupils in mathematics are generally above national expectations. Higher attaining pupils make good and often very good progress, achieving standards above those expected for their age. The vast majority of pupils make good progress in mathematics when compared to the standards they achieved at the age of seven.
9. There is at present no significant difference in the performance of boys and girls in any year group in mathematics. Pupils with special educational needs make good progress. Pupils in Years 1 and 2 with potentially higher attainment are not always sufficiently challenged, though they make satisfactory progress overall.
10. At the end of Year 2, attainment in science when judged by teacher assessments was well above average at Level 2 (the expected level) but well below average at Level 3. Pupils make insufficient progress in developing their investigative skills.
11. The results of the 2001 national tests in science for pupils aged 11 were well above average compared with all schools nationally and comparable to those of similar schools. Attainment was above the national average when pupils' prior attainment was taken into account. The percentage of pupils reaching the higher Level 5 (that expected of 14-year olds) was well above the national average and above average when compared with similar schools. Inspection findings show that standards in science of pupils presently in Year 6 are above national expectations, and these pupils have made good progress in relation to their prior attainment.
12. There is at present no significant difference in the performance of boys and girls in any year group in science. Pupils with special educational needs make good progress. Pupils in Years 1 and 2 with potentially higher attainment are not always sufficiently challenged, though they make satisfactory progress overall.
13. The school is committed to improving standards and is achieving its aims in most subjects. In Key Stage 1, the school's results in English, mathematics and science have improved since the last inspection, with the exception of the number of pupils gaining the higher level in science. However, inspection evidence suggests that teachers' assessments in science are insecure, and that several pupils are currently working at the higher level.
14. In Key Stage 2, standards have risen in English, mathematics and science, although attainment in English has not improved as much as could be expected. It has remained in line with national standards but below that of similar schools. Nevertheless, some of the shortfall can be attributed to the impact of individual pupils in a small cohort; for example, one pupil missed achieving the expected Level 4 by one mark.
15. The implementation of the National Numeracy Strategy has impacted positively on standards in mathematics, particularly in Years 3 - 6, and pupils have made good progress. However, the approaches advocated by the strategy have not been implemented with same enthusiasm in Years 1 and 2. This has impeded pupils' progress and the standards they achieve.
16. In science, better progress has been made in Years 3 - 6, primarily because teachers' expectations are higher in these year groups and pupils are provided with opportunities to develop their scientific skills.

17. Standards at the end of Years 2 and 6 are in line with national expectations in design technology and music, and pupils are making satisfactory progress. In history, standards are in line with national expectations at the end of Year 2 and above by the end of Year 6. In religious education, attainment is in line with the expectations of the agreed syllabus at the end of Year 2 and above the expected level by the end of Year 6. Satisfactory progress is being made in Years 1 and 2 and good progress in Years 3 to 6 in these subjects. Standards in geography at the end of Year 2 are in line with expectations. Pupils in Years 3-6 are likely to attain the expected standard by the end of the school year. Insufficient progress is being made through the school in art and information technology, and standards in these subjects are below expectations. There is insufficient evidence to make a judgement on overall standards in PE. Site and accommodation difficulties severely restrict the teaching of physical education. The school has made every effort to ensure that as much of the programme of study is covered, but some aspects of gymnastics are not taught.

18. Pupils with special educational needs are well supported. They make good progress through the school and achieve standards that fully reflect their capabilities.

19. The school set targets for the end of Year 2 in 2001 in reading, writing and mathematics. The targets were not particularly challenging and were exceeded comfortably. In Year 6, the target in mathematics was exceeded by 16 percent, but the target in English was missed by 4 percent. The targets in English and mathematics were not high enough. More realistic and challenging targets have been set in both key stages for 2002 and 2003. No targets have been set in either key stage for science. This is not a statutory requirement.

### **Pupils' attitudes, values and personal development**

20. There have been significant improvements since the previous inspection, and pupils now demonstrate a good or very good attitude to work in the large majority of lessons.

21. Overall, the good attitudes and behaviour of pupils in the school have a positive impact on the progress that they make. Pupils concentrate well in most lessons and enjoy the challenge of new tasks. They behave well. Pupils from different backgrounds and age groups work and play together in a warm and friendly atmosphere. Nearly all parents feel that the attitudes and values that the school promotes have a positive impact on their children.

22. Pupils' attitudes to school are good. They are eager to learn and willingly participate in the variety of activities. During lessons they contribute confidently in discussions and are prepared to listen to their classmates and teachers and to consider the views of others. Pupils show great enthusiasm when the topics are interesting, informative and challenging, for example, in a dance lesson for younger pupils. When walking to and from their teaching areas, pupils behave in a sensible and calm manner. They work hard and show pride in their achievements. This is particularly evident from displays of their work around the school. They are colourful, informative and stimulating, and therefore support pupils' positive attitudes.

23. Pupils' behaviour is good and makes a considerable contribution to their progress. Pupils know what is expected of them and respond in a positive manner. Behaviour at playtimes is often good. When it is too wet to play outside, they read, draw and play games in a sensible manner in their classroom. Most pupils understand class and school rules, and know what will happen if they are broken.

24. Pupils take a great pride in their school. There is no evidence of vandalism or graffiti around the school and only occasional bits of litter were evident. Although there are occasions when pupils fall out with each other, this was not observed during the inspection. Pupils feel confident about approaching adults in the school and secure in the knowledge that the school would deal with matters swiftly and fairly. There is no evidence of any bullying.

25. The personal development of pupils is good. Pupils are taught respect and concern for the feelings of others. They are encouraged to show this through their actions in their daily lives. They learn to share their ideas and beliefs with each other in discussion lessons. Pupils demonstrate good levels of tolerance, showing interest and respect for others. Relationships with adults are good. When given the opportunity, pupils carry out their responsibilities well, for example, when asked to carry out tasks such as giving out resources and set up equipment for assemblies and for extra curricular activity at lunch times. Throughout the school, the good relationships that exist between teachers and pupils promote pupils' confidence and self-esteem. However, not enough opportunities are provided for pupils to use their initiative or to develop independent learning skills.

26. Levels of attendance are good and have been sustained since the last inspection. The school has worked diligently with pupils and parents to ensure a low level of unauthorised absence, which is well below the national average. Good levels of punctuality complement regular attendance. Registers are taken at prescribed times and are administered efficiently. Good links are maintained with the educational welfare officer and all absences are rigorously pursued. These arrangements ensure that regular attendance supports pupils' achievements. There have been no exclusions for several years.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

27. Teaching is sound overall and good in Years 3 to 6. Approximately 42 per cent of lessons seen throughout the school were well taught, and some good teaching was observed in all classes. Good teaching was observed in all subjects except geography and information technology. Teaching was good or better in three out of four English lessons and one in three mathematics lessons. Teaching was unsatisfactory in only two lessons. Throughout the school, pupils with special educational needs and those receiving additional help from teaching assistants are given effective support, especially in literacy and numeracy. However, gifted and talented pupils are not challenged sufficiently in some lessons. Teachers treat boys and girls equally throughout the school, and, as a result, there are no significant differences in their performance. The proportion of good or better teaching, identified at the previous inspection as 66 per cent of the total, has not been sustained.

28. Where teaching is good, it is underpinned by teachers' high expectations of their pupils, good subject knowledge in most subjects, thorough planning, clear explanations, good use of questioning, the sharing of lesson objectives with the pupils and effective use of resources. For example, during the introduction to a maths lesson, good use was made of the counting stick, follow-me cards and individual white boards. In some lessons, such as a dance lesson for Years 5 and 6, pupils are provided with good opportunities to evaluate their own work and that of their peers. These features have a positive effect on pupils' learning and their academic progress.

29. In contrast, where teaching is less effective, instruction is prescriptive and tasks are not well matched to the needs of pupils at different levels of attainment. Such lessons lack the opportunity for pupils to take responsibility for their own learning and they do not present enough challenge because there is an over-dependence on worksheets. In some lessons,

pupils' knowledge and use of subject specific language is not consolidated or extended. Opportunities are not planned or developed to enhance pupils' spiritual and cultural awareness, for example in some music lessons and before the start of some assemblies. In some classes, the quality of teachers' marking is unsatisfactory, with several examples noted of unmarked work. The marking is often too positive in tone and lacks constructive comments to help pupils to move on in their learning. Satisfactory use is made of the systems for recording pupil assessments. Teachers' assessments are reasonably secure in most subjects, with the exception of science in Year 2, where inaccurate judgements are made as to what work is at Level 3.

30. The quality of teaching in most lessons, particularly in Years 3 to 6 in English, mathematics and science, is making a good contribution to raising standards in these subjects. The National Literacy Strategy is firmly embedded in the work of the school. The approaches advocated in the National Numeracy Strategy are developing well in Years 3 to 6, but they are not as secure in Years 1 and 2. The teaching assistants provide very effective support, enabling pupils to make good progress in literacy and numeracy. Nevertheless, teaching assistants are not always deployed to best advantage, particularly at the start of some lessons.

31. All teachers expect their pupils to behave well and pupils respond accordingly. Teachers know their pupils well and manage them effectively within the confines of very difficult accommodation.

32. In many lessons, teachers motivate pupils effectively so that they have a good attitude towards their work, applying themselves and working with sustained concentration. As a result, pupils are making satisfactory progress in the Foundation Stage and Key Stage 1, and many are making good progress in Years 3 to 6. However, teachers do not provide sufficient opportunities for pupils to become independent learners, and pupils' research and investigative skills are under-developed. For example, many pupils were uncertain of how to find books in the library, or how to use the computers to retrieve information. Pupils in Year 5/6 are developing a good understanding of their own learning, but this is generally less well developed in Year 2 where it is below expectations for their age.

33. Teachers provide good support for pupils with special educational needs. This ensures pupils have a have positive attitude to work and schooling. As a result, most pupils with special educational needs make good progress. The support provided by teaching assistants is effective especially in literacy and numeracy. The teaching assistants encourage the pupils, who respond well when working in small groups.

34. Teachers set a reasonable amount of homework and follow it up appropriately in lessons. The work undertaken at home contributes significantly to the progress pupils make as they move through the school.

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

35. The school offers a satisfactory curriculum that includes all National Curriculum subjects together with religious education. The time allocated to the curriculum meets the recommended levels in both key stages.

36. The two-year rolling curriculum programme devised by the teachers ensures that all pupils make at least sound or better progress in most subjects. However, the structure of the timetables for the Foundation Stage and Year 1 is inappropriate. It does not make the

most effective use of time and is not best suited to pupils' learning needs. For example during the inspection, there were no opportunities in the reception class for pupils to develop their physical skills by using large outdoor play equipment.

37. Since the last inspection, there have been improvements to the curriculum for pupils in Years 3 to 6, but for children in the Reception class and those in Years 1 and 2, there has been some slippage. This is because the organisation of the timetable in Years 1 and 2 does not make the most effective use of time. Lessons are too long, and teaching and learning would benefit from a re-structuring of the timetable using shorter lessons. The school does not meet statutory requirements in physical education and information and communication technology (ICT). The school's facilities do not allow for the delivery of all aspects of the prescribed programmes of study in physical education, and there are associated health and safety issues. During the inspection, there was little evidence of the teaching or use of information technology. The full programmes of study are also not covered in ICT, and there is little development of the use of computers across the curriculum. The teaching of science in Key Stage 1 is too prescriptive, and the full range of investigative skills is not developed.

38. The school is very effective in its delivery of the National Literacy Strategy. Pupils reach satisfactory standards in reading and writing at ages seven and 11. There are very good schemes in place to support pupils who are experiencing difficulties in reading and in speaking and listening skills. The "Read On Write Away" and "Talking Partners" strategies are very effectively delivered by trained support staff and parents, and contribute significantly to pupils' learning and progress.

39. The school is making satisfactory progress in implementing and delivering the National Numeracy Strategy. Teachers in Years 3-6 have adopted and adapted the approaches advocated by the strategy with more enthusiasm. The additional support material is used effectively to support pupils' learning.

40. Literacy and numeracy skills are developed satisfactorily across the curriculum. For example pupils write stories in history and religious education, the numeracy skills are applied in geography in interpreting data and in measuring lengths of balsa in the designing and making of musical instruments.

41. All pupils are fully included so that they have equal access to all aspects of the curriculum and opportunity to benefit from it. Curriculum planning for mixed-age classes is on a two-year cycle, and careful planning of lessons ensures that all pupils experience sound progression in the teaching of each subject. Provision for pupils with special educational needs is good. Once a term, all the teachers and teaching assistants discuss the pupils on the special needs register and where appropriate, contribute to the individual educational plan (IEPs). Detailed IEPs are drawn up and realistic targets are identified and shared with parents. The work of the teacher assistants is carefully planned and co-ordinated in lessons to support pupils with special educational needs.

42. Provision for extra-curricular activities is good, and many pupils take advantage of the range offered. Sports are well represented and available to all. The school runs sports teams that take part in local competitions in football, kwik cricket, tag rugby, cross-country and indoor athletics. There is a thriving school choir and recorder group, and tuition is available for brass instruments. A flourishing chess club meets weekly in the lunch hour.

43. The provision for pupils' personal health and social education is satisfactory. There is a good policy in place, and a full audit has been carried out to identify areas in the curriculum where aspects are covered. Arrangements are in place to ensure that all pupils receive appropriate sex education, and parents have approved the procedures. Arrangements are



also in place to ensure pupils are appropriately informed of the dangers of drug and substance abuse. Opportunities for pupils to consider issues of concern to themselves and others are offered in class discussions called "circle time". Currently these sessions are only held regularly for pupils in the Reception / Year 1 and the Year 5/6 classes.

44. The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Provision for moral and social development is satisfactory. Teachers set and expect good standards of behaviour and pupils respond well. Pupils know the difference between right and wrong and usually apply this principle effectively. They are caring and supportive of each other, and there is a marked absence of aggressive or abusive behaviour around the school. They show respect for each other and listen carefully and quietly to their peers in circle time. Relationships between teachers, other adults and pupils are very good. Some of the older pupils are keen to take responsibility at lunch times and help with the supervision of the younger pupils. The above, and for example the annual residential visit, enhances pupils' social development effectively.

45. Provision for pupils' spiritual and cultural development is unsatisfactory. Assemblies offer opportunities for pupils to reflect on their feelings on a broad range of issues. An ecumenical group from the churches, "Open Book", regularly visits the school to present assemblies. Lessons in religious education help pupils to focus on issues such as the beauty and diversity of creation, but such opportunities are rarely provided in the teaching of other subjects. Music is not used effectively in some assemblies to generate an atmosphere conducive to reflection. Lessons in music and art focus largely of the creative aspects and too little emphasis is placed on the celebration of cultural diversity.

46. The curriculum is enriched by visits to places of educational interest and the school has strong links with all the churches in the locality. However, the rich cultural heritage of the local area is not fully exploited in the teaching, and pupils' understanding of the life-styles and traditions of people from other ethnic backgrounds within Britain is not sufficiently well developed.

47. The school holds an important place in village life, and good, supportive relationships exist between the school, parents and the local community. Parents are keen to offer support in fund raising and supporting pupils in lessons. The local cricket club encourages the school to make use of their grounds for sporting activities.

48. There are good links with the local playgroup and with the local secondary school in Belper to which most pupils transfer. This enables the pupils to settle in well and to make progress in their learning.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

49 The school cares for its pupils well and has made sound progress since the last inspection in developing and implementing appropriate systems to guide its work. There are good pastoral systems in place and sound arrangements for child protection to ensure the quality of care and the well being of the school community.

50. There are effective procedures for the monitoring of pupils' personal development, and they continue to receive good quality support and guidance. Teachers listen to their pupils and value them as individuals. Supervision at break times is effective and all concerns are dealt with quickly. Teachers help pupils celebrate their achievements and value all their contributions, both inside and outside the classroom. These arrangements raise pupils' self-esteem and provide them with the confidence to learn and reinforce relationships, helping them to grow personally and socially.

51. The school has sound systems in place to record, monitor and investigate pupil absences and to improve existing levels of attendance. These arrangements ensure that pupils attend school regularly. Information is communicated effectively between staff and the school. Staff have secured the consistent support of the vast majority of parents, and this enables the school to achieve good levels of attendance.

52. Pupils' behaviour is systematically monitored, recorded and rewarded very effectively. This ensures consistent good behaviour, supports relationships and creates a warm and friendly atmosphere for learning which helps to raise standards.

53. There are good procedures in place to discourage, investigate, record and monitor all types of anti-social behaviour, including bullying. Parents are pleased with the way in which anti-social behaviour is handled. However, recommendations made in the MacPherson report are not fully in place. For example the school does not have a separate policy for racism or systems for monitoring and recording incidents of racism.

54. Procedures for assessing and monitoring pupils' attainment and progress are generally satisfactory in the core subjects of English, mathematics and science in Years 3 to 6, but teacher assessments are insecure in science and for higher attaining pupils in English in Year 2. The headteacher keeps careful track of pupils' progress by maintaining centrally test and assessment data. This is analysed carefully to show the achievements of each pupil and to set individual targets for pupils in English and mathematics in Years 2 and 6. Pupils are generally aware of their targets. Appropriate support and booster classes are available to help pupils to meet their targets. Particularly good use has been made of data analysis to target specific aspects of English. For example, the school recognised that pupils' spelling was a key area for development, so effective strategies were put in place to boost the accuracy of spelling throughout the school. New procedures for assessing attainment and progress in other subject areas are now in place, but are in the very early stages of development. Teachers know their pupils well and set realistic short-term targets. These are proving to be very effective in addressing specific weaknesses such as spelling, sentence structure, handwriting and mathematical tables.

55. The provision for pupils with special educational needs is good. Effective procedures are in place to identify and monitor pupils with special educational needs. The teachers and teaching assistants meet termly to review all pupils on the special education needs register and to consider possible additions. They work collaboratively on the individual educational plans (IEPs), and identify clear and realistic targets. Pupils' progress is carefully monitored and assessed. This ensures that the pupils receive effective support particularly in literacy and numeracy, and enables them to make good progress. Satisfactory systems are in place to ensure that the governors monitor the provision for special education. Satisfactory arrangements have been made to introduce the new code of practice for special educational needs. Statutory requirements are met.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

56. The school and parents work together well. Good progress has been made in fostering links with parents and the community since the last inspection.

57. Most parents enjoy a purposeful, constructive and effective relationship with the school. They have complimented the school for the good quality education that it provides for all its pupils. Parents value the leadership of the headteacher, and consistently good teaching that enables their children to achieve satisfactory standards of education and make sound progress. The inspection team agrees with what parents find most rewarding and pleasing.

58. A small minority of parents who responded to the questionnaire felt that the information they receive could be better, but the inspection shows that, in general, the information is of good quality. There are good levels of communication between parents and the school and they are fully aware of what is happening in the school. Regular newsletters enable parents to know what topics are being taught in the classroom and to share in the achievements of their child and school. Parents' evenings and daily contact with teachers at the start and end of the school day enable parents to communicate effectively with the school. Pupils' annual reports are informative and written in an accessible style. The information enables parents to monitor and assess their child's achievements and work closely with the school. However, the reports lack detail as to what individual pupils should do to improve. The school's communication is further enhanced by the information parents are provided through the school prospectus. This provides all parents with good and helpful guidance and gives a feeling of belonging. Comments in the annual report from governors, values and celebrates the achievements of the school community and acknowledges the contributions of parents. Both school documents meet statutory requirements.

59. The involvement of parents is effective and makes a significant contribution to the work of the school. Parents are actively encouraged to support learning and events inside both school and community. During the inspection, parents were observed supporting pupils' learning in the classroom, and this enhanced pupils' confidence and raised their self-esteem. This pleases parents and does much to cement a solid relationship with teachers and headteacher.

60. Parents and staff speak positively about the school's parents association. The events help to create a family and community atmosphere and raise funds to support pupils' learning. For example, parents have contributed generously towards the purchase of library books.

61. Most parents fully support the home-school agreement and ensure regular attendance. However, some parents take family holidays during term time, and this affects levels of attendance and the relationship between the school and parents. Most parents support homework tasks, but some are concerned that teachers do not give adequate instructions. Consequently this affects the confidence of pupils and limits the support that parents can provide.

62. Since the last report, the school has consolidated and improved its effective relationship with parents, and continues to provide good levels of information and support for both parents and pupils.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

63. Sound leadership by the headteacher provides clear direction for school improvement. The headteacher has been in post for approximately three years and much good work has been accomplished during that period. He has a good understanding of many of the strengths and weaknesses of the school, and has gained the support of governors, staff and

parents. The key issues from the previous inspection have either been satisfactorily addressed or are in the process of being addressed. Last year's results for Year 6 pupils, together with inspection evidence, show that standards are rising. The school is well placed to continue to make further improvements.

64. Governors now provide some good support to the school and its leadership. They are developing their role and are fulfilling their legal requirements satisfactorily. Over the past three years, there has been a change of chair of governors, and training has been arranged for all the governing body. Governors are now more actively involved in monitoring the work of the school through link governors visiting literacy and numeracy lessons, and through regular briefings by the headteacher. As a result, governors have a sound understanding of the strengths and weaknesses of the school, and are developing in confidence.

65. Management of the school is sound. The headteacher makes effective use of performance data as part of his ongoing evaluation of the school. Consequently, more realistic and challenging targets have been set for the end-of-year national tests in 2003 in English and mathematics in Years 2 and 6. In previous years, the targets were not sufficiently challenging. He has put in place a planned programme of monitoring and evaluation of teaching and learning, and carries this out on a regular basis, with the initial focus being on literacy and numeracy. The outcomes of this monitoring also contribute to whole-school evaluation. Performance management has been implemented as part of the cycle of staff review, and feeds into the programme of staff development. The school development plan for 2001-2003 was based on a review and evaluation of existing provision. All planned developments are costed and there is a clear focus on raising standards. However, the plan lacks details as to how the plan will be monitored and evaluated, and by whom. Many of the success criteria are not sufficiently specific and are not linked to quantifiable outcomes. The aims of the school are explicit and clearly set out for parents in the school prospectus.

66. The headteacher is keen to develop an open and collegiate style of management, keeping staff and governors well informed, and involving them in decision-making. He is also keen to develop the role of middle managers and is devolving some responsibilities to subject leaders. A satisfactory start has been made, subject leaders now have a budget for resources, and are starting to support in lessons. However, the role of subject leaders is still under-developed in terms of the effective monitoring, support and evaluation of their areas, and there is some resistance to taking on real responsibility. This has limited the speed of school improvement. In several respects the leadership and management of the school has improved since the time of the last inspection.

67. Day-to-day management of the school runs smoothly, with good support being provided by the part-time administrative officer. There are clear procedures in place for all aspects of the school's work, and clear channels of communication with parents and others. The school holds an important place in village life, and good, supportive relationships exist between the school, parents and the local community.

68. The headteacher is aware of best value principles. He makes effective use of comparative data in his analyses of how the school is performing, and looks at ways to make best use of resources. Budgetary allocations relate to identified priorities. The school is facing an overspend in its budget this year, but this was planned and can be easily funded through savings made in previous years.

69. The teachers are sufficient in number, suitably qualified and experienced to meet the demands of the curriculum. They are supported well by an appropriate number of good teaching assistants. The teaching assistants are deployed effectively, but not always used to best advantage in some classes. Procedures for inducting new teachers into the school

are satisfactory. There are adequate learning resources to support the curriculum, including ICT resources, which have recently been improved. However, the ICT resources are under-used and the teachers have not put their recent training into practice in their lessons. The library is also under-used as a resource, and the range of books in it to support independent learning is limited. Many books are old and in need of replacement. The school is aware of this and with the aid of parental support has begun a programme to replace books in the library.

70 The accommodation is poor and seriously impedes the quality of learning, particularly for pupils in Years 2, 5 and 6. The small Year 2 class has to use the hall as a classroom, but has to move to other areas when the hall is being used for daily assemblies, lunch, including the food serving area, indoor PE, and music. As a result, Year 2 pupils lose significant amounts of teaching time through moving in and out of the hall and through the preparations of other classes for different activities. Currently they lose several hours a week just through lunchtime preparations. The many movements the class makes within a day also disrupt pupils' concentration. The quality of learning for the Year 5/6 pupils is also impeded by the accommodation. The room is very cramped and this inhibits movement around the class, limits the room for display and for activities such as science investigation. Noise from the adjacent hall when it is used for PE or music also severely disrupts teaching and learning for these pupils. Only the good behaviour and positive attitudes of pupils, together with the fortitude of teachers, enable the school to function reasonably normally within these major constraints. The use of the hall for PE raises significant health and safety issues.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- In order to raise standards further, the governing body and headteacher should:
  - \* Review the organisation, structure and teaching strategies in the Foundation Stage to ensure that they are more in keeping with the needs of young children by:  
(Paragraphs: 3, 36, 37, 71, 73, 75, 86, 87).
    - following the advice in the QCA guidance more closely;
    - reviewing the structure of the timetable to ensure that lessons are not overlong;
    - providing children with greater opportunities to develop independence;
    - ensuring that children have greater opportunity to make use of the outdoor area and the equipment there during lesson and afternoon play time;
    - making greater use of the teaching assistant in taking responsibility for group activities; and
    - planning more opportunities for children to be involved in creative activities.
  - \* Develop planned opportunities for pupils, particularly in Key Stage 1, to develop independent learning skills and to challenge the talented and more able pupils by:  
(Paragraphs: 25, 29, 32, 112).
    - making greater use of the library and computers for research; and
    - providing more open-ended activities in lessons.
  - \* Raise standards throughout the school in ICT, art and PE by:  
(Paragraphs: 17, 37, 81, 100, 118, 141, 142).
    - ensuring that all aspects of the National Curriculum programmes of study for these subjects are covered;
    - including in teachers' weekly and daily lesson plans specific reference to ICT across the curriculum; and
    - developing pupils' skills, knowledge and understanding of techniques in art, and them with provide appropriate opportunities to practise them.
  - \* Promote pupils' spiritual and cultural development through explicit planning across the curriculum.  
(Paragraphs: 45, 46, 120, 148, 153).
  - \* Develop the role of the co-ordinators in monitoring and evaluating the standards that pupils achieve and the quality of teaching by:  
(Paragraphs 66, 95, 107, 115, 122, 127, 132, 150, 162).
    - training co-ordinators in lesson observation techniques;
    - developing procedures for co-ordinators to observe and evaluate the quality of teaching;
    - scrutinising teachers' plans; and
    - moderating and annotating samples of pupils' work so as to reach agreement on the levels achieved especially in science at Key Stage 1.

- \* Improving the quality of teacher assessment, particularly in science at Level 3 at the end of Year 2 by:  
(*Paragraphs: 29, 109, 110, 125, 132*).
  - ensuring that all scripts are annotated and moderated.
  
- \* Reviewing the use of the accommodation to ensure that:  
(*Paragraphs: 70, 116, 151, 157*).
  - there are no health and safety risks for pupils when undertaking indoor PE and dance;
  - Year 2 pupils' education is not disrupted by the over-use of their class base for assemblies, lessons for other classes, and school lunches.
  
- \* The governing body and headteacher should also consider the following minor issue:  
(*Paragraphs: 58, 116*).
  - that pupils' targets for improvement are included in annual reports to parents.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

38

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	3	13	20	2	0	0
Percentage	0	8	34	53	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

Y R – Y 6

Number of pupils on the school's roll (FTE for part-time pupils)	95
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

#### Special educational needs

Y R – Y 6

Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	17

#### 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	11
Pupils who left the school other than at the usual time of leaving	1

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
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: July 2001	Year	Boys	Girls	Total
	2002	6	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	5	6	6
	<b>Girls</b>	10	10	9
	<b>Total</b>	15	16	15
Percentage of pupils at NC Level 2 or above	<b>School</b>	94 (100)	100 (100)	94 (100)
	<b>National</b>	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	6	6	6
	<b>Girls</b>	10	10	10
	<b>Total</b>	16	16	16
Percentage of pupils at NC Level 2 or above	<b>School</b>	100 (100)	100 (100)	100 (100)
	<b>National</b>	85 (84)	89 (88)	89 (88)

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

### ***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: July 2001	Year	Boys	Girls	Total
	2002	6	10	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	5	5	6
	<b>Girls</b>	6	9	9
	<b>Total</b>	11	14	15
Percentage of pupils at NC Level 4 or above	<b>School</b>	69 (69)	88 (77)	94 (85)
	<b>National</b>	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	5	5	5
	<b>Girls</b>	8	9	9
	<b>Total</b>	13	14	14
Percentage of pupils at NC Level 4 or above	<b>School</b>	81 (77)	88 (85)	88 (85)
	<b>National</b>	72 (70)	74 (70)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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:****Y R – Y 6**

Total number of qualified teachers (FTE)	4.7
Number of pupils per qualified teacher	20
Average class size	24

**Education support staff:****Y R – Y 6**

Total number of education support staff	6
Total aggregate hours worked per week	64

**Qualified teachers and support staff:****Nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

**Financial information**

<b>Financial year</b>	<b>2001/2002</b>
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£
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Total income	204846.00
Total expenditure	208071.00
Expenditure per pupil	2238.00
Balance brought forward from previous year	14664.00
Balance carried forward to next year	11439.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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  
Number of questionnaires returned

70
40

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	62	35	2	0	0
My child is making good progress in school.	45	48	5	0	2
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	20	62	15	0	2
The teaching is good.	52	45		0	2
I am kept well informed about how my child is getting on.	35	40	22	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	22	5	0	2
The school expects my child to work hard and achieve his or her best.	50	45	2	0	2
The school works closely with parents.	45	38	15	0	2
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	58	40	2	0	0
The school provides an interesting range of activities outside lessons.	40	48	10	0	2

### **Other issues raised by parents**

The unsuitability of some of the accommodation.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

71 Most children, presently in the Foundation Stage, are likely to achieve the early learning goals by the time they enter Year 1. However, the educational provision for children in the Foundation Stage does not meet the needs of young children for much of the school day, and they are not receiving their full entitlement to the Foundation Stage curriculum.

72 Children are admitted to the school in September or January, according to their date of birth. At the time of the inspection, there were 14 children on roll in the Foundation Stage. Reception children are taught in a class with 11 Year 1 pupils and follow a similar curriculum structure. Five of the children in the Foundation Stage were under five years of age during the inspection. The teacher and other adults in the Reception and Year 1 class work well together as a team. The Foundation Stage co-ordinator has a reasonable oversight of the provision for these children and is aware of the need to review the curriculum and its organisation. Meetings are held for parents prior to their child starting school. This enables the teachers and other staff to ensure that all children settle quickly into school life.

73 The majority of children enter the reception classes with levels of attainment broadly in line with those expected of children of this age. Procedures for assessing children when they enter school are satisfactory, and detailed records are kept of each child's progress through the reception classes. By the end of the reception year, most children are likely to achieve national expectations in all areas of learning, and are ready to begin the National Curriculum. Children with special educational needs make good progress in relation to their prior attainment, and higher attaining children make satisfactory progress. The quality of teaching in the Foundation Stage is satisfactory overall. The teacher is well aware of the stages of development to be achieved by children in order to reach the recommended early learning goals. However, their social, physical and creative development is limited by the structure of the timetable, together with the lack of opportunities for children to work with large and small construction equipment and use the outdoor play area during the course of the lessons. In addition, the teaching and learning styles promoted within the classroom are more suited to the Year 1 pupils in the class. At times, not enough use is made of the good quality support offered by the teaching assistant. There are many occasions when the class is taught as a whole when it would be more appropriate to separate the Foundation children from Year 1 pupils.

### **Personal, social and emotional development**

74 Most children are likely to achieve the early learning goals for personal, social and emotional development by the end of the reception year. Many children enter the reception class with some nursery or playgroup experience. They quickly settle into the routines of the reception classrooms and feel secure. All children show a caring relationship with each other and play well together in the playground. They behave well in lessons and take turns sensibly. They respond very well to adults and to each other. Teaching is sound, and appropriate opportunities are provided for children to talk in a secure and caring atmosphere. However, there are not enough planned opportunities for pupils to develop their personal, social and emotional development through role-play, activities generated by the children and problem solving activities.

## **Communication, language and literacy**

75 By the end of the reception year, the standards achieved in the early learning goals for reading and writing are likely to be in line with those found nationally. Standards in speaking and listening are expected to be similar to or above those found nationally. Children make good progress in speaking, and show increasing confidence when asking and answering questions and in talking in front of the class. They are attentive listeners, both in class and in assemblies. They listen well to stories and enjoy looking at books. Children enjoy stories and are able to talk about them with the teacher. They select their own books to look at and share them with each other. Many children in the reception classes read simple words accurately, and a few children read more difficult text with skill. Others can identify words beginning with identified letters. For example, the children were able to identify objects that began with “f” in a large picture of a football match, and also used individual letters to make three letter words. They are beginning to understand how to use a phonic approach to spell simple words. Adults in the classroom make a good contribution to developing children’s reading skills. Children read regularly to adults, and detailed records are kept of their progress. As a result, parents receive accurate information as to how to help their child develop secure skills at home. Children are beginning to develop pencil control when practising different letter shapes, and most show confidence when writing. The majority can recognise and write their own names and begin to construct simple sentences. They show good attention to writing correct letter shapes. Teaching is sound and children’s learning is supported well by other adults in the classroom.

76 The classroom environment does not provide a sufficiently rich setting for developing children’s communication, language and literacy skills. There are few opportunities for children to develop their skills of speaking and listening in role play situations.

## **Mathematical development**

77 By the end of the reception year, most children are likely to achieve the early learning goals in mathematical development. Reception children can count to ten, and many show an awareness of numbers beyond. They are beginning to do simple addition and subtraction sums, and can record their answers in writing. Children are gaining confidence in understanding and using different numbers. They are becoming familiar with different coins and beginning to understand their respective values. They understand the sequence of some numbers and can join in with songs that include counting forwards and backwards to 5. Most children can recognise and name different shapes, including triangle, square and rectangle. They make comparisons between objects, using the mathematical language of heavier and lighter, and bigger and smaller.

78 Appropriate support from other adults in the classroom enables children to make good progress in their understanding. There is little evidence of the promotion of children’s mathematical understanding through displays or the availability of equipment for children to use during the day other than in teacher directed time.

## **Knowledge and understanding of the world**

79 By the end of the reception year, most children are likely to achieve the early learning goals in their knowledge and understanding of the world. Reception class children know the days of the week and the different times of the day. They know the animals that belong on a farm and where they live. Children understand that they go to school from different starting points and are able to talk about the route that they use. They recognise the importance of their own address and the use of addresses for sending letters. Children are beginning to

develop an awareness through touch. For example, a “feely bag” was used during the lesson and pupils were encouraged to identify the materials. They were able to recognise many, for example wood, metal and paper, though they did not use appropriate language to identify the texture of the object. Children did not remember that the sense of touch was through the fingertips in this task.

80 The lessons were teacher-directed throughout. In both lessons, the teacher developed children’s vocabulary appropriately. The class was well managed and good relationships were apparent. However, for approximately the first thirty minutes of one lesson, reception children and Year 1 pupils sat on the carpet for a common introduction led by the teacher. The approach was inappropriate and many pupils made little progress during this period. The teaching assistant was insufficiently involved during this time. The teaching assistant worked well with reception children later in the session using tactile pictures to develop their language and sense of touch

81 There was little evidence of children working on the computer, and its use during the inspection was not part of the classroom routine. Lessons are well planned but do not take enough account of the needs of individual children. Some displays in reception class and in the entrance extend children’s understanding of the world around them.

### **Physical development**

82 By the end of the reception year, most children are likely to achieve the early learning goals for physical development. However, higher standards could reasonably be expected from a more appropriate curriculum, giving children opportunities to use large outdoor equipment and to develop their independent learning skills.

83 Children play confidently in the playground, running, skipping and jumping into the tractor tyres. They are developing a reasonable sense of balance as they stand on the edges of the tyres and are gaining confidence in controlling and using their bodies in different ways.

84 In the classroom, children handle small tools such as magnifying glasses, pencils and crayons with care. They use a limited range of materials satisfactorily to develop their manipulative skills.

85 Teaching is broadly satisfactory. However, not enough use is made of resources to extend children’s learning. For example, no use was made of the outdoor area in lesson time; no equipment was made available to the children during the afternoon play, and construction equipment was not readily available in the classroom for pupils to elect to use as part of their work.

### **Creative development**

86 By the end of the reception year, most children are likely to achieve the early learning goals for creative development. However, higher standards could reasonably be expected. Children enjoy drawing and talking about their pictures. They show satisfactory skill in using the colours that are appropriate for their work, for example when colouring in different coins of different values. All children enjoy music. They sing nursery rhymes and counting songs to re-enforce their learning. They are able to maintain a steady beat and suggest the

suitability of certain types of music for various actions, such as marching. Reception children can sing well with pupils in Key Stage 1, but they are sometimes less attentive when the song tape is not interesting enough. Teaching is satisfactory and other adults in the classroom provide effective support. The children are supervised well in the playground.

87 Resources for reception class children are satisfactory but are generally underused. For example, the large construction games and the sand tray were not uncovered until the final morning of the inspection, and ineffective use is made of outdoor space and equipment.

88 There have been improvements to the organisation and resourcing of the Foundation Stage since the last inspection. For example, there have been significant improvements to the building, and children are no longer being taught in a temporary classroom. The new classroom is light, airy and has good potential for accommodating the teaching of Foundation Stage children.

## **ENGLISH**

89 In the 2001 national tests for pupils at the end of Year 2, the school's performance was close to the national average in reading and above the national average in writing. However, in comparison with similar schools, the performance in reading was below average and in writing it was close to average. Results in the national tests for pupils at the end of Year 6 were close to the national average, but well below average in comparison with similar schools. There was no significant difference in the performance of boys and girls in the tests at either stage. Standards in the school have improved since the last inspection.

90 Attainment overall by pupils in Year 2 is broadly in line with the level typically achieved by seven year-olds. Pupils enter the school with average levels of attainment in language and make satisfactory progress in the first two years. They generally have good listening skills, and this aids them in their early work on phonics. They enjoy the carpet sessions where teachers develop the use of phonics to identify and build up words. Pupils are keen to answer questions. Most respond at an appropriate level using a satisfactory range of vocabulary. However, some pupils in Year 2 have some difficulty in explaining processes and how things work. Pupils in Year 1 are beginning to understand that the spelling of simple words is based on the sounds on letters, and can generally spell simple words accurately. Pupils' reading skills develop satisfactorily so that most pupils in Year 2 are competent readers for their age. They read regularly to teachers in class and to parents at home, and they enjoy reading aloud together a variety of texts in their literacy sessions. Reading records are well maintained, so that pupils' progress is carefully monitored and additional support given when necessary. They are introduced to the use of a range of non-fiction books, such as dictionaries and encyclopaedias. Handwriting skills are well developed in Years 1 and 2. Pupils form their letters well and generally position them carefully on lined and blank paper. They begin to write simple sentences and they are aware of the use of capital letters and full stops. The writing is reasonably legible and appropriately spaced, and by Year 2 pupils' written work is well presented. They can sequence a series of events to produce a short story and begin to write short passages for themselves.

91 The attainment of pupils in Year 6 is broadly average overall. Most reach the expected level, while higher attaining pupils often produce work of well above average standards. Pupils generally achieve satisfactorily in Years 3 to 6, though higher attaining pupils are not consistently challenged to extend their reading and writing skills through the use of library and computer resources to become independent learners. Lower attaining pupils and those with special educational needs are given particularly good support from teachers and



support staff so that they make good progress. The school has developed very good support for reading, speaking and listening skills through the “Read on Write away” and “Speaking Partners” schemes. Trained support staff and parents provide programmed and structured sessions for pupils requiring support in these areas throughout the school, and these schemes make a substantial contribution to the development of pupils’ literacy skills. Pupils listen carefully and respond with confidence. Their enunciation is generally clear and the vast majority use standard English satisfactorily. Most pupils draw on a sound range of vocabulary but at times do not use subject specific language. The standard of reading is generally good and virtually all pupils in Year 6 are competent, independent readers, many reading fluently with good expression. Most pupils have clear preferences for their favourite authors, such as J.K.Rowling and Roald Dahl, but few pupils express interest in non-fiction books in their personal reading. Written work is generally of a satisfactory standard and well presented. Pupils develop sound skills in writing for different purposes, such as reports, book reviews, letter writing and transcribing texts such as extracts from Shakespeare’s plays into modern language. Pupils are encouraged to use their imagination and many produce creative and imaginative work. For example, pupils in the mixed Year 3/4 class produced well written play scripts with a number of characters, including simple stage instructions and sound effects. Two high attaining pupils in the Year 5/6 class produced a very imaginative and well-structured sequel to Walter de la Mare’s poem, “The Listeners”, on the computer in approximately half an hour.

92 The work undertaken in the literacy lessons is having a positive effect on standards in other subjects. Pupils are more confident in reading and expressing themselves verbally and in writing. This is particularly evident in the work in history. Teaching assistants provide effective support for pupils experiencing difficulties in speaking, listening, reading and writing. This ensures they achieve reasonable standards in other subjects.

93 Overall the quality of teaching is satisfactory, and occasionally good or very good. Lessons are well planned with clear learning objectives that are shared with the pupils. Introductory carpet sessions are well led, with clear questions directed to assess pupils’ understanding across the whole class. However, with younger pupils these sessions are often teacher-dominated, with too few opportunities for pupils to fully develop speaking skills though the elaboration of their answers or ideas. Older pupils are encouraged to use their language more. For example, pupils in the Year 3/4 class examined an account of Christopher Columbus’ voyage of discovery, picking out the key features of the text. The teacher used clear and probing questions to encourage pupils to clarify their answers and extend their thinking about the nature and structure of recounts. Tasks are well planned and suitably modified to meet the needs of all pupils. In a Year 2 lesson following up work on the use of dictionaries, most pupils were directed to appropriately graded tasks linking definitions to words, whilst lower attaining pupils worked on exercises to reinforce their understanding of the alphabet sequence. In lessons where the level of challenge is high and teachers have high expectations, pupils respond very well. In the Year 5/6 lesson on the use of words to generate atmosphere in poems, after a wide-ranging discussion of Walter de la Mare’s poem, most pupils produced interesting extensions to the poem following the mood and rhyme pattern. Teachers regularly set appropriate homework, and there is a regular programme to develop pupils’ vocabulary and spelling throughout the school. Pupils’ work is regularly marked, with supportive comments on its quality.

94 Pupils respond well to their English lessons. They are attentive, good listeners and enjoy opportunities to express their ideas and thoughts. They work very well together in co-operative exercises, exchanging ideas and respecting each other’s views. They settle quickly on the set tasks and maintain good concentration. Relationships with teachers are good and all these features contribute significantly to pupils’ achievement throughout the school.

95 The co-ordinator has given good leadership to the whole staff in developing the effective delivery of the National Literacy Strategy. Nevertheless, monitoring of the subject is at an early stage of development. Teachers' planning and pupils' work are regularly examined, but the monitoring of teaching to share good practice is not yet fully in place. Procedures for the regular assessment of pupils are good and embrace a cross-curricular approach to the assessment of literacy skills. Full records of all assessments are maintained, enabling pupils' progress to be monitored effectively and appropriate support to be targeted where necessary. Specific short-term targets are given to each pupil and regularly reviewed, while longer-term targets are set based on the assessment data available. Resources for teaching are generally good, though the school library contains much out-dated stock and accommodation constraints reduce its effectiveness as a learning resource. However, the school is aware of the need to improve the quality and quantity of the books and has begun a programme of replacement with the support of the parents.

## **MATHEMATICS**

96 In the 2001 national tests in mathematics at the end of Year 2, standards based on the average points score were above the national average but below those of similar schools. However, the percentage of pupils attaining Level 2b and above was below that found nationally and well below those in similar schools. In the end of Year 6 national tests, based on the average points score, standards were above those found nationally and comparable to those in similar schools. The percentage of pupils attaining the higher level (Level 5) was well above the national average and above the average of similar schools. There were no significant differences in the performance of boys and girls in either key stage.

97 Standards of pupils presently in Year 2 are broadly in line with national expectations and most pupils are in line to achieve Level 2, the level expected of a seven-year-old pupil, in the national tests in Year 2. Attainment on entry to the key stage is average and pupils make satisfactory progress in Years 1 and 2. However, higher standards could reasonably be expected of the potentially higher achieving pupils.

98 Overall, the level of achievement is higher in Years 3 to 6 than in Years 1 and 2. Most pupils in Year 6 are in line to attain the expected level (Level 4) and a significant number Level 5 by the end of Year 6. Pupils in Years 3 to 6 are making good progress. Standards throughout the school have improved since the last inspection, but particularly in Years 3 to 6.

99 Pupils in Year 1 can recognise and add together single digit numbers, and the more able pupils add two numbers that total less than 20. Most recognise 1, 2, 5 and 10p coins and combine different value coins to make 10p. Some pupils are beginning to tell the time, but have not progressed further than the hour. They can undertake mental calculations of addition of single digit numbers slowly but correctly, and record the process in their exercise books. They recognise and can name some 2-dimensional shapes, for example squares, rectangles, circles and triangles.

100 In Year 2, pupils are working more confidently with number bonds to ten and twenty and are able to work with numbers up to 100. For example, they can calculate change from £1 when undertaking up to three purchases. They can understand the difference between odd and even numbers, and can count in 10s up to 100. They are beginning to recognise and understand simple fractions, such as  $\frac{1}{2}$  and  $\frac{1}{4}$  and tell the time using o'clock, half and quarter hours. They are able to draw simple bar graphs and draw conclusions from the data.

101 Pupils in Years 3 and 4 are working with numbers up to 1000. They can add and subtract hundreds, tens and units, count on in equal numbers, round to the nearest 10 and calculate half of a given number. They know that there are 1000 grams in a kilogram and can weigh objects accurately using a range of scales. They are developing their understanding of fractions and lines of symmetry. Their ability to tell the time is developing satisfactorily. They respond reasonably quickly and accurately to a range of oral questions.

102 In Years 5 and 6, pupils are becoming very confident in number work. They can count forwards and backwards, for example in units of 0.3, and 0.4. They work confidently with positive and negative numbers, and numbers well in excess of 1000. They are able to undertake mental calculations reasonably quickly involving the four rules of number, fractions and square numbers. They are developing a good understanding of mathematical vocabulary. They can recognise various triangles, such as isosceles, scalene and equilateral, and calculate the angles and the area of some triangles. Pupils are familiar with terminology for different sized angles. They are developing a reasonable understanding of ratio and proportion and can talk about Fibonacci sequences.

103 The quality of teaching is sound overall with some good teaching in Years 3 to 6. In all lessons, the teaching assistants provide valuable and effective support. They are well briefed and clear about their roles and tasks. As a result, pupils have a positive attitude to their work in mathematics, and it was good in all lessons. They apply themselves to the tasks and frequently work with sustained concentration. Many respond well to high challenge, particularly in Years 5 and 6. Potentially high achieving pupils do well in Years 3 –6.

104 In the better lessons, the structure advocated by the National Numeracy Strategy is secure. Teachers' expectations are high. They challenge pupils through good questioning, quick pace and the appropriate use of subject specific language. Teachers ensure that pupils are clear about the purpose of the lesson and what they are expected to learn. They provide opportunities for pupils to evaluate their own progress at the end of the lesson and to consolidate their work with appropriate homework. Good use is made during the oral mental starter of the counting stick, individual white boards and "follow me" cards. For example, the pupils responded enthusiastically to the timed "follow me" question and answer session which involved complex number calculations, fractions, percentages and the squaring of numbers.

105 In contrast, where teaching is less effective, teaching is prescriptive and tasks are not sufficiently differentiated. There is not enough challenge and the lessons lack the opportunity for pupils to take responsibility for their own learning. There is an over-dependence on worksheets. In some lessons, pupils' knowledge and use of subject specific language is not consolidated or extended. In some classes, the quality of teachers' marking is unsatisfactory. Some work is unmarked and there are few developmental comments or targets set.

106 The development of numeracy skills across the curriculum is satisfactory, for example in measuring in design technology. Teachers take appropriate opportunities to re-enforce the basic skills involving the four rules of number, time and measuring length.

107 The mathematics co-ordinator is enthusiastic and committed to developing the role. A good start has been made but it is still at an early stage of development. Teachers' planning and pupils' work is monitored but not evaluated. The co-ordinator works alongside colleagues in the classroom but has no opportunity to monitor and evaluate teaching and

learning systematically because this role is undertaken by the headteacher. A policy statement and schemes of work are in place, but these have not been reviewed for some time. The co-ordinator holds a small but reasonable budget and manages it efficiently. Resources for mathematics are reasonable but are not used effectively by all teachers.

## **SCIENCE**

108 National tests show that standards by the end of Year 6 were well above average last year, and in line with those of similar schools. These results were a considerable improvement over previous years and from the time of the last inspection. The results were better than those in mathematics and English. There were no significant differences in the performance of boys and girls.

109 Teacher assessment at the end of Year 2 showed that all pupils achieved the national expectation, but no pupils achieved above this level. However, scrutiny of evidence for these results indicates that this assessment is not secure. For example, few opportunities are provided for pupils to demonstrate higher attainment, and where they do, this is not recorded.

110 Inspection evidence shows that pupils are currently achieving standards in line with those expected in Years 1 and 2, but that they do not have enough opportunities to ask questions, make predictions or plan their investigations. Their attainment in science investigation is therefore below that of the other areas of science. For example, most pupils in Year 1 were able to describe the feel of some different materials, but were unable to sort or record their observations. While most pupils make appropriate progress in their knowledge and understanding of science concepts, higher attaining pupils do not make satisfactory progress as the work provides insufficient challenge, and any higher achievement is neither acknowledged nor built on. However, lower attaining pupils and those with special educational needs make good progress, due to effective support which helps them to achieve standards similar to those expected for their age. For example, all pupils in a Year 2 class were able to take apart a torch and identify the different parts. Most pupils had some understanding that a complete circuit is needed to make a bulb light, but few could articulate this clearly, or explain how a switch worked. Only one pupil could give a simple explanation of the movement of electricity around a simple circuit.

111 Evidence from work scrutiny, together with the one lesson seen for Years 5 and 6, shows that standards are higher in Years 3 to 6, and are above those expected. Pupils in these year groups have more opportunity to carry out investigative work, though standards in this element are in line with those expected rather than above. For example, in a Year 5/6 lesson, most pupils could explain in detail, and with good use of scientific vocabulary, how the ear works and how sound travels, showing above average knowledge and understanding. However, the ability of the same pupils to plan and carry out a fair test to find out which materials are good at muffling sound was only average. Pupils in these years generally make good progress, especially in their knowledge and understanding of scientific concepts. Pupils with special educational needs are given good support that helps them to reach appropriate standards, and higher attaining pupils generally receive sufficient challenge to enable them to make appropriate gains in their knowledge and understanding. However, there is no planned provision to meet the needs of the small number of identified talented and gifted pupils, and these pupils could achieve more highly.

112 Teaching is generally satisfactory in Years 1 and 2. Teachers manage lessons well to promote a calm and purposeful learning environment where pupils work hard and concentrate well. For example, good management of behaviour and good relationships in a Year 1 lesson on materials resulted in all children listening carefully and being keen and

confident to answer questions. Teachers make good use of whole class sessions to teach concepts. For example in a Year 2 lesson on circuits, a good summary at the end of the lesson was used to reinforce what had been learnt during the lesson. However, lessons are very teacher directed, and pupils have insufficient opportunities to develop their independent learning skills, or their skills of science investigation. All pupils cover the same work, and there are few opportunities in either year for higher attaining pupils to receive sufficient challenge or to work at higher levels.

113 Teaching is good for pupils in Years 3 to 6. Lessons have clear learning objectives, which are carefully explained to the pupils, and there are opportunities for pupils to develop their skills of science investigation, although there is little evidence of planned opportunities for pupils to develop independent learning skills. While most lessons provide all pupils with similar work, tasks are usually sufficiently open-ended to enable pupils to achieve at different levels, and effective support and intervention ensures that all make good progress. For example, in a lesson for older pupils, the task was clearly explained and the teacher made sure that pupils had the understanding needed to carry out the work. Pupils worked in groups to plan their own test, and there was a range of outcomes at different levels. Good support and intervention resulted in all pupils reinforcing their understanding of how sound travels and making appropriate gains in their understanding and skills of science investigation.

114 In all lessons, good relationships, good behaviour and positive attitudes to learning are key factors in promoting the sound or good learning that takes place. However, ongoing assessment needs further development across the school, and there is insufficient use of assessment to plan tasks that meet the needs of the different groups of pupils.

115 Leadership of science is under-developed. The co-ordinator has begun a programme of in-class observation and support, and now has control of the budget for science. However, the monitoring and evaluation of teaching and learning is at an early stage of development. The curriculum covers the programmes of study with appropriate progression across year groups. There are insufficient opportunities provided for pupils to develop the full range of skills of scientific enquiry, particularly in Years 1 and 2. There is need for an effective whole school assessment scheme that can be used to inform planning, to ensure that all pupils are provided with tasks that build on their existing knowledge and skills, and to provide reliable judgements for end of key stage assessments, especially in Year 2. Reports to parents do not contain targets for improvement.

116 Resources for science are satisfactory, but the accommodation is poor, and impedes learning in Years 2, 5 and 6. This is detailed in the management paragraph.

## **ART AND DESIGN**

117 Overall, standards achieved by seven and 11 years olds are below national expectations for their ages. Three lessons were observed during the inspection. Judgements on standards are made on the basis of these lessons, scrutiny of pupils' work, displays and discussions with pupils. Pupils made satisfactory progress in the three lessons, but their progress in this subject is unsatisfactory overall. Pupils are making better progress in Years 3 to 6. Overall, standards are marginally lower than at the time of the last inspection.

118 Pupils in Years 1 and 2 recognise the primary colours, and some can explain the colour combinations to create secondary colours. Most hold the brush properly when painting and are aware of the need to clean the brush before applying a new colour. Their

ability to draw and paint objects is developing satisfactorily. However, they have limited knowledge and experience of using a range of materials and processes for collage, print making, textiles and sculpture. Few pupils are able to identify what they might change in their current work or develop in their future work.

119 Pupils in Years 3 - 6 are broadening their experiences and gaining a better understanding of art. Pupils in Year 3 and 4 co-operated well and worked efficiently in groups to draw skeletons of various animals. Their pencil drawings of Viking brooches are detailed and drawn with care. They are able to paint surfaces to ensure coverage, and are beginning to make evaluative comments on their own work and that of their peers. Pupils in Years 5 and 6 can discuss and explore effectively the concept of feelings through facial expressions. Several pupils can draw detailed sequential sketches using pencil, but their ability to express themselves through pastels is not as advanced. For example, pupils are uncertain of the techniques for blending colours. Some pupils produce good sketches as part of their work in design technology when they make musical instruments. Pupils' knowledge of famous artists, such as Picasso and Mondrian, is developing, but overall their ability to discuss, compare and copy the styles of famous artists is underdeveloped. Their experience of working with a range of materials and processes, including ICT, is limited. For example, there is little evidence of work with clay or collage or the use of computers to produce artwork. There are only a few pieces of generally low quality work in pupils' sketchbooks.

120 Teaching was satisfactory, in two lessons and good in the third. In the good lesson, the teacher challenged the pupils to express themselves verbally as she compared the style and work of Picasso and Nolde to the task being undertaken. The teacher interacted well with individual pupils and encouraged them to explore various artistic techniques. Consequently, pupils were keen to take part in the lesson and had a positive attitude to their work. They treated the equipment with respect and were careful when working in a confined space. In contrast, where teaching was less effective pupils were not encouraged to think for themselves, the tasks were prescriptive and did not provide any opportunity for pupils to develop their spiritual awareness.

121 The teacher in the Year 3/4 class welcomed two pupils from a local special school into the class, they worked well alongside members of the class. This initiative contributes effectively to developing pupils' social development in showing care and consideration for others.

122 The role of the co-ordinator is at an early stage of development, and insufficient time is available to develop it. The co-ordinator is employed on a part time basis and also has the responsibility for coordinating three other subjects. The Curriculum and Qualifications Authority (QCA) scheme of work has been adopted and is in the process of being customised to meet the needs of the school. There is a reasonable supply of basic art materials, but there is a lack of artifacts for observational drawings. Around the school, pupils' art works are not celebrated sufficiently and displays are not in evidence to promote pupils' basic understanding of art, such as names of colours, colour mix, information about different types and sizes of brushes. In addition, copies of the works of famous artists are not on display and books promoting art are not prominent.

## **DESIGN AND TECHNOLOGY**

123 Standards are in line with national expectations at ages seven and 11, and teaching is satisfactory. There were no significant differences in the performance of boys and girls. Standards have been sustained since the last inspection.

124 Pupils in Years 1 and 2 cover a range of activities that enable them to develop their skills and understanding across most aspects of the attainment targets. However, evidence from work samples and the lesson observed shows that work is overly directed and allows pupils only limited opportunities to generate their own ideas and plan their own work. For example, pupils in Year 2 planned and made a vehicle, showing appropriate understanding of the design process. However, the planning and designs were very similar, and there was not enough evidence of pupils developing their own ideas, except for the painting. Similarly, in the Year 2 lesson observed, pupils were designing a coat for Joseph. They had opportunities to develop their skills and understanding of working with tools and materials, through cutting and sewing, and did produce their own template. However, the only real opportunity for them to explore and develop ideas was through the finish of the coat.

125 Teaching was satisfactory in the lesson observed. All pupils worked with concentration and enjoyment, and made progress in developing their sewing, cutting and pinning skills. Good support in designing repeating patterns on the computer was provided by a voluntary helper to one child at a time. However, this work was not presented or followed up as part of the coat decoration. Assessment at the end of KS1 is not based on a reliable evidence base. All of last year's pupils were judged to be at Level 2, but evidence relating to the assessment indicates attainment across Levels 1, 2 and 3.

126 Attainment is in line with national expectations by the time pupils reach the end of Year 6. Pupils in Years 3 and 4 have designed and purses, and bread in the shapes of animals. Pupils' work shows a good understanding of the design process, careful preparation and some useful evaluations. However, as with younger pupils, the work was heavily teacher directed, with little variation in the final products. Pupils in Years 5 and 6 have carried out a project on making slippers. Some of the written work was above average in terms of design and evaluation, but only average, at best, in terms of developing their own ideas into a finished product. In the lesson observed, pupils worked hard and were achieving standards in line with expectations in making musical instruments. All were able to explain the process they have undertaken, select appropriate materials and process of construction and use a small range of hand tools. However, some pupils lacked the basic skills and understanding to use some of the equipment correctly.

127 Leadership in the subject needs further development. Strategies are not secure enough to ensure that teaching enables pupils to develop the full range of skills and understanding, especially in terms of providing enough opportunities for them to generate and develop their own ideas using a wide range of materials and techniques. The recently introduced assessment procedures are sound, but require monitoring to ensure that pupils of all abilities receive appropriate support and challenge.

## **GEOGRAPHY**

128 Pupils aged seven reach standards in line with the expected level. Pupils in Years 3-6 are likely to attain the expected standard by the end of the school year. Only one lesson was observed during the inspection, and that was in Key Stage 1. Evidence on standards was obtained from examining the work in pupils' books, classroom displays, scrutiny of teachers planning, and discussions with pupils. Overall, pupils are making satisfactory progress. Standards have been sustained since the time of the last inspection.

129 Pupils acquire a sound awareness of the local area through the use of large scale maps, using their addresses to locate where they live in relation to the school, and describing their journey to school in relation to local landmarks. Much work is also done in their topic lessons, such as identifying human and physical features in the locality. They carry out a sound survey of houses by counting windows, and present their findings in well-

drawn block graphs. They enjoy hearing about other countries through Barnaby Bear's journeys. They skilfully draw simple outline maps of Tenerife, and include colour and simple keys to represent mountains, roads and rivers. Displays of pictures are used well to show the local scenery, crops such as bananas, and local wildlife such as birds.

130 The school timetable alternates the teaching of history and geography in half term blocks, and no geography was being taught in Years 3 to 6 during the inspection. Only part of the scheme of work has been covered so far this year, but evidence to date indicates that pupils are making sound progress and are on course to reach the expected standards by the end of the year. Pupils' books and the scheme of work indicate that they follow a balanced programme and that they are making satisfactory progress in developing geographical skills. They have good skills in the use of maps and can accurately use co-ordinates, map references and latitude and longitude to locate places. They have sound knowledge of the major seas and oceans of the world and of the key physical features of the British Isles. Pupils are aware of how local water supplies are obtained and how waste water is treated. They appreciate some of the problems that face people in countries with limited natural water resources. A good survey of local roads was carried out to assess traffic usage and noise levels, and this was well supplemented by an interview with a local resident on his personal views on noise pollution. In the work, seen there was no clear evidence of the use of the Internet or other information sources to obtain data, for instance on rainfall and temperatures or to present such data in appropriate graphical forms.

131 Teaching was satisfactory in the one lesson observed. The lesson in a mixed Reception/Year 1 class effectively linked early geography skills with literacy. Pupils were recognising how their home was located precisely through its address, and how addresses are used in sending mail. Clear objectives were identified and challenging exercises were set for each group of pupils. Reception class pupils correctly sequenced a series of pictures showing the stages a letter goes through from sender to receiver. Year 1 pupils used their address to write a short letter to their parents and addressed the envelope. The pupils were attentive, fully understood their task, and worked steadily to achieve success in the time allocated. Lower attaining pupils were given good support to enable them to make satisfactory progress. A short plenary session reviewed the work of both groups effectively, and the lesson ended with the class sending an e.mail to another class in the school.

132 The curriculum is well planned and based on a two-year rolling programme to ensure full coverage of the National Curriculum programmes of study. Careful planning of topics and learning objectives ensures there is sound progression in developing subject skills. Resources are adequate, but not enough use is made of computers to seek information, and pupils do not regularly use data handling skills in their geography work. Pupils' written work is generally of a good standard, is regularly marked and appropriate supportive comments made. The role of the co-ordinator is at an early stage of development. The subject is promoted satisfactorily by the co-ordinator, but effective monitoring of the subject is not in place. Procedures for monitoring pupils' progress are still in the early stages of development.

## **HISTORY**

133 Pupils attain standards in line with nationally expected levels for seven-year-olds and higher than the expected levels for 11-year-olds. Standards have been sustained since the last inspection.

134 In their first two years, pupils make satisfactory progress in developing a basic sense of chronology and of how life was different in former times. In Year 1, they recognise how children's toys from Victorian times are very different from those of today. They examine



and compare the materials used in their construction and the relative complexity of Victorian and modern toys, and are able to present some reasons for the differences. They use pictures of Victorian children to recognise how young people's dress has changed, and begin to link this with changes in life styles. Work in Year 2 further extends pupils' sense of chronology through studying the lives of famous people in different periods, such as Sir Francis Drake and Florence Nightingale. Time lines are used effectively to place events in short and long-term chronological order. Pupils enjoy learning about the different people and events, and have sound recall of key facts.

135 Pupils make good progress in Years 3 to 6, following a sound programme that develops their historical skills through deeper studies of historical periods. The programme is planned on a two-year cycle to ensure that all pupils in the mixed-age classes are fully catered for. Teachers have high expectations, which are reflected in the quality of work produced and the general knowledge displayed by pupils about the periods studied. Pupils enjoy listening to stories and discussing aspects of life in former times. Last year the pupils in the Year 5/6 class produced good folders of work on Ancient Greece, including work on features of Greek society, language, religion and buildings. They identified many aspects of Greek life and culture that have persisted and influence our world today. This year, the Year 5/6 pupils produced some very good work on aspects of life in Victorian times. They accessed the Internet to obtain information about Victorian children's games. They learned of the exploitation of child labour, and produced good written work on the lives and work of Victorian social reformers, such as Dr. Barnardo and William Wilberforce. Pupils gained much from the imaginative use of extracts from the 1891 census returns for Ambergate to find out about families and occupations in the local area at that time. A display of photographs of the area taken in the early 1900s, local maps of that period and extracts from the school diary were enthusiastically and selectively used to prompt quality writing that revealed a good insight into the life of the period. High attaining pupils benefited greatly from the variety of materials available to produce quite perceptive writing.

136 It was only possible to observe two lessons during the inspection. The quality of teaching in both was satisfactory with some good features. In a Year 2 lesson, pupils displayed sound knowledge of the life of Florence Nightingale, were able to accurately sequence a series of pictures of the key events in her life, and talk about them with clarity. Pupils in the Year 3/4 class displayed good knowledge of the Vikings and how their early raids later led to widespread settlement in various parts of Britain. They were also able to compare the Viking invasion with that of the Romans several centuries earlier. They made models of Viking helmets and decorated shields, which were very effectively displayed on a cutout representation of a Viking longboat.

137 Teachers generate enthusiasm for history, and this is reflected in the quality and range of work produced by the pupils. They clearly enjoy listening to stories about people and events from former times. They rapidly pick up and retain key points from the stories, which they can re-tell with accuracy and embellishment. They work hard to produce good quality written work, pictures and models that are then used to produce eye-catching, colourful and informative displays around the school.

138 The curriculum is well planned on a two-year rolling programme that fully covers the programmes of study of the National Curriculum. The careful planning of lessons and tasks ensures that all pupils make sound progress in acquiring historical skills. Resources for teaching are adequate and used to very good effect to stimulate pupils' learning, though the range of visits to local places of historical interest is limited. Procedures for assessing and monitoring pupils' progress have not developed fully and most assessment is of an informal nature. New procedures for assessment have recently been put in place that will provide more reliable information on pupils' acquisition of historical skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

139 Very little use of ICT was seen during the inspection, and no direct teaching of ICT took place except for the good support given to individual pupils by a voluntary helper.

140 Evidence from pupils' work indicates that standards are below expectations and that teaching is unsatisfactory because pupils do not have enough opportunities to develop their knowledge, skills and understanding across the different elements of the subject.

141 There is very limited use of ICT in Years 1 and 2, and the work produced is almost identical. It is mostly confined to teacher-led exercises, working one to one with pupils, and includes a bar chart, a pictogram, drawing lines and simple objects, and some work programming a turtle. There is little evidence of pupils gathering, saving or retrieving their own information, nor of pupils developing ideas and making things happen. There is no evidence of pupils exchanging and sharing information or reviewing or evaluating.

142 There is a slightly wider range of work in Years 3 to 6, including word processing, desktop publishing, e-mail and data handling. However, this work is limited in amount and is mainly at a low level. There is still no evidence that all aspects of the programmes of study are covered, especially 'Finding things out'.

143 There is only limited evidence of pupils using ICT to support learning in other subjects. During the inspection, good use of a geometry programme in a Year 5/6 lesson made an effective link to the work being studied and supported learning well. Also, pupils in Years 3 / 4 use ICT to record musical scores that they have composed. Good support by a voluntary helper enabled some pupils in Years 1 and 2 to gain confidence in making repeating patterns, but the teacher did not link this back into the work being done in the lesson.

144 Further training and support is needed to enable teachers to teach all aspects of the programmes of study effectively, so that pupils can reach appropriate standards in this subject. Consideration should be given to some timetabled teaching of ICT.

## **MUSIC**

145 Standards are broadly in line with national expectations, and pupils are on course to achieve the expected standards by the end of Year 6. Standards have been sustained since the last inspection, with some improvements in Years 3 to 6. Overall, pupils are making satisfactory progress as they move through the school. Pupils with special educational needs are making at least sound progress.

146 In Years 1 and 2, pupils listen carefully to music and can tap out simple rhythms. They learn and remember the words of songs and sing in tune with reasonable confidence. Most articulate their words clearly. In Years 3 to 6, pupils are developing a good understanding of a range of musical instruments. They are able to read simple music, compose their own music and use information technology to record the score. They can clap, sing and accompany complicated rhythms accurately. They use musical terms with reasonable confidence, for example minim, crotchet, semi-breve and ostinato, and can talk about famous composers reasonably knowledgeably.

147 The quality of teaching is satisfactory overall, though it is stronger in Years 3 to 6. The judgement is based on supporting evidence, for example from videotapes of concerts, extra-curricular activities and discussions with pupils.

148 Three music lessons were observed during the inspection. Teaching was unsatisfactory in two of the lessons but good in the third. In the good lesson, the learning objectives were precise, and pupils were able to make direct links to learning in other subjects, for example to their history topic on invaders and settlers. The teacher had high expectations of the pupils, and challenged them through the use of good open-ended questions and demanding tasks. Subject specific language was used well throughout the lesson. In contrast, the other lessons lacked inspiration because the teachers followed the instructions of an audio-taped lesson and did not attempt to customise their teaching. The lessons lacked pace and challenge, and opportunities to develop pupils' spiritual and cultural awareness were missed.

149 Teachers are keen to promote music within the school and for pupils to have a positive attitude to music, for example they listen to the music and join in enthusiastically when the headteacher accompanies the singing on the guitar. Pupils also demonstrate their enthusiasm through their attendance at the after-school choir and lunchtime recorder groups. These groups attract a large number of pupils of all ages and so make a significant contribution to their social as well as their cultural development.

150 The music co-ordinator recently joined the staff. A good start has been made in developing music within the school. However, the role of co-ordinator is still at an early stage of development and as yet she has not been able to monitor, evaluate and influence the quality of teaching or work in other year groups. The music policy statement and schemes of work have not been reviewed for some time. The school has a satisfactory range of musical instruments and equipment. It is of suitable quality and used well in Years 3 to 6 to create displays that promote music successfully within the school. However, in other classes and around the school there is a distinct lack of displays to celebrate and promote music. A peripatetic teacher for brass and a volunteer pianist provide additional support, enhancing the music curriculum. The links with a local special school are good and the two pupils who attend each Monday afternoon are integrated well into the class and participate appropriately in the lesson.

## **PHYSICAL EDUCATION**

151 It was not possible to make a secure judgement on standards in PE. The requirement to teach the gymnastics as an element within PE is not being met. Poor and unsuitable accommodation restricts the work of the school in developing this element appropriately, and prevents pupils from making satisfactory progress in gymnastics. The situation in the school has worsened since the time of the last inspection as the number of pupils in the school has grown, meaning that space has become even more restricted.

152 Three dance lessons were observed during the inspection. The judgements are therefore based primarily on a scrutiny of a range of documentation and discussions with staff and pupils.

153 In Years 1 and 2, pupils are beginning to develop an understanding of the importance of warming up before undertaking a physical activity. They are developing an awareness of space, but do not make effective use of the limited space available. They listen carefully to the music, but a few do not apply themselves with sufficient concentration when interpreting the music and reflecting the mood in dance. On occasions, some pupils' behaviour is disruptive and they show a negative attitude to group work. In contrast, pupils in Years 5 and 6 have a very good attitude to dance and to working collaboratively. They work well in pairs: they evaluate each other's work and demonstrate sequences with confidence, displaying a good sense of rhythm.

154 The teaching of dance is broadly satisfactory in Years 1 and 2 and very good in Years 5 and 6. In the very good lesson, the teacher enthused about the subject and motivated the pupils. The lesson was structured well to make good use of the space and to provide pupils with the opportunity to evaluate each other's work. In contrast, the pupils in Years 1 and 2 were less motivated and focussed on the tasks, partly because they were unclear about what was required. Not enough attention was given to developing pupils' skills in interpreting the music and co-ordinating their movements.

155 Suitable arrangements have been made for the use of local facilities to enhance the curriculum. For example, the local cricket club has offered the use of their grounds and changing rooms. This has enabled the school to develop the games and athletics activities satisfactorily. Pupils are keen to take part in inter-school football matches and to join the after-school football club at Belper. The school operates a good inclusive policy, and all pupils are given the opportunity to play for the school. An annual sports day was introduced last year and was well supported. Pupils attend a local swimming pool and receive qualified tuition. Most pupils are making good progress and will attain the requirements of the National Curriculum in swimming activities and water safety by the time they are 11. Year 5 and 6 pupils have the opportunity to attend a commercial residential centre, which provides opportunities for outdoor and adventurous activities.

156 There is a reasonable range and quantity of small games apparatus, though these are not always used to good effect, for example during the afternoon break to develop the physical skills of pupils in Years 1 and 2.

157 The school does not have a sufficiently large and appropriate space for the teaching of gymnastics and dance. Not all pupils can take part in the physical activities at the same time, and this limits their progress and the standards they achieve. There are no fixed pieces of apparatus, and there is limited storage for smaller equipment. The area designated for indoor PE is also used as a classroom and dining room, which means that there is a significant loss of teaching time in moving furniture to the edges of the hall. This is ineffective use of time. The tables and other equipment constitute a serious health and safety risk to the pupils during the PE lessons.

## **RELIGIOUS EDUCATION**

158 Only one lesson was observed during the inspection. Judgements on standards are made on the basis of this lesson, scrutiny of pupils' work, displays and discussions with pupils. Standards achieved by seven-year-olds are in line with the expectations of the locally agreed syllabus, while those achieved by 11-year-olds are above the expected level.

159 In their first two years, pupils learn many of the major stories of the Old Testament, such as Noah's Ark, Daniel in the Lions' Den and Jonah and the Whale. They write their own versions of the stories, and illustrate them with pictures. They also learn of some of the parables that Jesus told, such as The Prodigal Son and The Lost Sheep. In writing their versions of all these stories, pupils sequence the events well, displaying their good level of recall and the impact made by the stories. Simple messages are derived from the stories and pupils recognise their significance. Lower attaining pupils tackle the same work as all other pupils, are given suitable support and produce satisfactory work. Pupils also learn something of Judaism through the festival of Passover. Good use is made of a range of artifacts and greetings cards to generate an appropriate atmosphere for pupils' learning.

160 Pupils make good progress in Years 3 to 6, gaining a deeper and broader knowledge and understanding of Christianity, Islam and Judaism. Pupils produced good work on Christian traditions in the baptism and marriage ceremonies. The school has good links with all Christian churches in the area. Visits to churches and visitors by clergy to the school deepen pupils' awareness of the role of the Church in the local community and of religion in people's lives. Pupils expressed their own reflections on Christian values following a visit to the parish church. They recognise the role of prayer in the Christian and Muslim traditions, and write their own versions of the Lord's Prayer. They have good knowledge and understanding of the basic beliefs of Islam through the life of Mohammed and by comparing the Koran with the Bible.

161 The teaching was very good in the one lesson observed. Pupils in the Year 5/6 class recalled accurately many key points of Islam and the role of prayer in both Christianity and Islam. They recalled the Islamic requirements and ritual preparations for daily prayer. The various positions adopted during Islamic prayer were then very respectfully demonstrated by a pupil, and their significance explained by the teacher. Pupils then produced good written and pictorial work to summarise their learning. Throughout the lesson, pupils freely expressed ideas thoughtfully and reverently.

162 The co-ordinator gives good guidance and support to the teaching throughout the school. Some monitoring of the subject has been undertaken, but the observation of teaching to share good practice is not yet systematically carried out. The current curriculum is well balanced, and demonstrates good progression in the development of knowledge and understanding of the different faiths studied. The curriculum is enriched by visits to churches and to a mosque, and by visitors from different faiths. Resources for teaching are generally satisfactory, although the range of artifacts is rather limited.