

# INSPECTION REPORT

**ELTON CHURCH OF ENGLAND  
CONTROLLED PRIMARY SCHOOL**

Elton, Matlock

LEA area: Derbyshire

Unique reference number: 112815

Headteacher: Mrs J Newton

Reporting inspector: Mrs J Kime  
23801

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> February 2002

Inspection number: 194987

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary controlled  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed

School address: Main Street  
Elton  
Matlock  
Derbyshire  
Postcode: DE4 2BW

Telephone number: 01629 650282

Fax number: 01629 650282

Appropriate authority: The governing body

Name of chair of governors: Mr D McQueen

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |             |                      | Subject responsibilities  | Aspect responsibilities  |
|--------------|-------------|----------------------|---|--|
| 23801        | Mrs J Kime  | Registered inspector | Art and design<br>Curriculum for reception children<br>Design and technology<br>English<br>Information and communication technology<br>Music<br>Physical education<br>Special educational needs | The characteristics of the school and its effectiveness<br>The school's results and pupils' achievements<br>How well pupils are taught<br>How well the school is led and managed<br>What the school should do to improve further |
| 13448        | Mrs D Lloyd | Lay inspector        |   | Pupils' attitudes, values and personal development<br>How well the school cares for its pupils<br>How well the school works in partnership with parents  |
| 29262        | Mr N Hardy  | Team inspector       | Equal opportunities<br>Geography<br>History<br>Mathematics<br>Religious education<br>Science  | How good are the curricular and other opportunities that are offered to pupils?  |

The inspection contractor was:

Peak Education Partnership  
19 Huddersfield Road  
Barnsley  
South Yorkshire  
S70 2LT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>12</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>14</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>15</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>18</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>                                     | <b>19</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>20</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>23</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>24</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>27</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Elton Church of England (Controlled) primary school is a much smaller than average primary school serving the village and surrounding rural area. There are 31 pupils aged four to eleven, taught in two mixed-age classes: 14 boys and 17 girls, all from white backgrounds and with English as a first language. The school has identified ten percent of pupils as having special educational needs, which is below average nationally. None have a formal statement of special educational needs. Children usually start school in the September or January of the year in which they are five, joining a mixed-age reception, Year 1 and Year 2 class; there are currently two in the reception group. Children's attainment on entry to school is generally above that expected nationally.

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

The school provides a sound education for its pupils. Pupils enter school with attainment that is generally above expected levels in reading, writing and number. They make satisfactory progress in most subjects, and when they leave school standards are above the national average in English, mathematics and science. Standards are also above expected levels in music, where pupils achieve well. The quality of teaching is satisfactory in the infants and good in the juniors. The progress pupils make through the school is hindered because teachers do not make enough use of information about how well individual pupils are doing when planning work for their mixed-age classes. Leadership and management of the school are satisfactory though the responsibilities are not clearly allocated in order to monitor teaching, planning and pupils' progress systematically. Given the sound education the school provides, the satisfactory progress that pupils make and the many strengths of the school, including its links with the community, the school provides satisfactory value for money even though the costs for each pupil are high.

#### **What the school does well**

- There are very good relationships and high standards of behaviour. Pupils work hard.
- Teaching is good in the juniors. English is taught well throughout the school.
- Pupils in Years 1 to 6 are given many interesting activities to help them learn.
- Links with the local community are strong and these enrich the curriculum.
- Pupils' moral and social development is provided for and supported very effectively.
- There is a strong partnership with parents.
- Provision for the small number of pupils with special educational needs is good.

#### **What could be improved**

- Standards in information and communication technology and history are below expected levels.
- Pupils' progress is not checked carefully enough nor used well enough to plan further work.
- The responsibilities of the headteacher, staff and governing body are not defined clearly enough in order for systematic monitoring of teaching, planning and pupils' progress to be carried out.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in March 1997, the school has made satisfactory improvements, both in the major areas for improvement identified in the last report and as a result of national and school priorities. Standards in English, science and music have been maintained above the average and standards in mathematics have improved to also be above average. Design and technology standards have been raised, though those in history and information and communication technology have fallen. The overall quality of teaching is similar to that reported by the last inspection. The strong links with parents have been maintained and those with the local community strengthened. Provision for pupils to learn about other cultures is still underdeveloped.

## STANDARDS

The small size of the school means that results in national tests can vary widely from year to year. The overall trend in test results over several years is one of standards above the national average in English, mathematics and science. Inspection findings agree that standards in these subjects are above expected levels both at the end of the infants and at the end of the juniors. Pupils enter school with higher than usual levels of attainment in key skills in literacy and numeracy, make satisfactory progress through the school and leave school with standards above the average in English, mathematics and science; their achievements are satisfactory. The school sets realistic targets for the proportion of pupils to reach the expected levels in national tests, though targets are not set for the higher levels, to help all pupils achieve as well as they are able.

By the end of the juniors, standards in music are above expected levels and pupils achieve well; their achievements are satisfactory in other subjects except information and communication technology and history, where standards are too low, below expected levels. There was insufficient evidence to judge standards in information and communication technology, music and religious education by the end of the infants; in all other subjects Year 2 pupils achieve satisfactorily. Pupils' attainment in aspects of physical education is limited by the restricted accommodation, inside and out.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils enjoy school, concentrate well on their work and are proud of their achievements.   |
| Behaviour, in and out of classrooms    | Very good. Pupils behave in lessons and around school. They play together well, taking due care for others in the small space available.          |
| Personal development and relationships | There are very good relationships throughout school. Pupils co-operate well in pairs and small groups. They carry out responsibilities willingly. |
| Attendance                             | Very good. It is above the national average and there is almost no unauthorised absence.  |



The school is small and successfully creates a caring family atmosphere where all are given the confidence to participate and learn to respect and help each other. Well-established routines are followed sensibly; for example, pupils help rearrange furniture in the cramped rooms so the minimum of time is wasted moving between activities. Pupils are given many opportunities to take responsibility for themselves and their work and older pupils enjoy taking care of the school hamster.

## 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.*

The quality of teaching in English is good throughout the school. In mathematics, it is satisfactory in the infants and good in the juniors. Basic skills are taught effectively in literacy and numeracy. Strengths of the teaching throughout the school include the very good relationships and the effective way teachers manage pupils, creating a calm working atmosphere where pupils settle quickly and work hard. Teachers ask questions skilfully, to check individual pupils' learning and extend it. Pupils are normally grouped carefully so that staff can teach specific aspects to pupils with similar levels of understanding, helping all pupils learn effectively. In the juniors, there is a brisk pace to lessons, there is usually detailed planning to provide relevant work for the different age groups and the activities are based firmly on what teachers want pupils to learn. In the infants, at times, activities do not support all pupils' learning effectively, despite the small numbers of pupils in the class, and reception children are not given enough practical activities to help them learn.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment   |
|--|---|
| The quality and range of the curriculum  | There is a broad and interesting curriculum for pupils in Years 1 to 6. The curriculum for reception children has too few opportunities for practical activities.   |
| Provision for pupils with special educational needs  | Good. They are supported and encouraged well by staff, who help them make good progress towards the targets set for them.   |
| Provision for pupils with English as an additional language                                  | Currently, no pupils need help with English as an additional language   |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | The school provides well for pupils' spiritual development and makes very good opportunities for their moral and social development. Whilst good provision is made for pupils to develop an understanding of their own culture, there are more limited opportunities to learn about other cultures. |
| How well the school  | Staff know pupils well and create a friendly, family atmosphere   |

|                      |   |
|----------------------|---|
| cares for its pupils | where pupils feel secure and supported. Procedures for pupils' care and welfare are good. |
|----------------------|---|

The curriculum is enhanced well with visits and visitors and by linking learning in different subjects to provide interesting activities. The curriculum for reception children, however, does not take sufficient account of national guidance for this age group. Many opportunities are organised for pupils to learn about their own cultural background. Regular opportunities to learn about the multicultural nature of the society in which they live are more limited. Teachers assess pupils' level of understanding in different subjects, particularly English, mathematics and science. Not enough use is made of these assessments, however, in order to regularly check the progress pupils are making, set targets to help them achieve the best they can and plan further work to support their learning. The school has a very good partnership with parents and links with the local community are very good. This gives effective support for pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | The headteacher manages the demands of being a class teacher and organising the school satisfactorily; the school provides a sound education and has many strengths. The headteacher and staff work hard, though their leadership and management roles have not been clearly defined so are not as effective as they should be.  |
| How well the governors fulfil their responsibilities             | Governors are very supportive of the school and have begun to take an active role in monitoring and developing the work of the school, though they have not ensured that the responsibilities of staff are properly agreed and effectively carried out.  |
| The school's evaluation of its performance                       | The school uses national tests to check standards at the end of both the infants and the juniors and assessments are made of what pupils know in each year group, particularly in English, mathematics and science. These assessments are not used effectively to check that pupils have made sufficient progress, to set targets for all pupils and to plan further work to help them achieve well. Monitoring of teaching has started but is not systematically organised. |
| The strategic use of resources                                   | Strategic planning is satisfactory. Finances are efficiently managed. Specific grants are used effectively and contribute well to improvements in provision that have been made.   |

The school's improvement plan covers some but not all of the main priorities for improvement. There are sufficient staff. Support staff are sensibly deployed to help pupils with literacy and numeracy. Learning resources are adequate except for those for reception children; there is insufficient equipment for practical activities and no large outside play facilities. Accommodation is inadequate inside and out; this places constraints on pupils' learning, particularly in physical education. The school understands the principles of best value and implements them satisfactorily.

## 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>Parents are very supportive of the school and indicate that they are happy with all aspects of the school</li></ul> |   |

Inspectors agree with most of the strengths identified by parents; particularly, children like school, behave well and become more mature and responsible and links with parents are strong. Much of the teaching is good and pupils do make good progress in many lessons, though inspectors found some satisfactory rather than good teaching and judge that pupils make satisfactory progress overall through the school, with satisfactory leadership and management.

## **PART B: COMMENTARY**

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

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

1 When children enter school their attainment is above that expected of their age in the key skills of literacy and numeracy. Children make expected progress in all six areas of learning specified for the reception age group, as the quality of teaching is satisfactory, though their progress is hindered by the lack of practical activities relevant to their stage of learning.

2 Standards in English, mathematics and science are above those expected nationally by the end of the infants and by the end of the juniors. Pupils make satisfactory progress through the school, and, given their level of attainment when they start school, their achievements are satisfactory. The quality of teaching is good throughout the school in English and pupils make good progress in lessons. They also make good progress in lessons in mathematics and science in the juniors, due to the good quality of teaching. The rate of progress that pupils make overall, however, is restricted by the difficulties in providing for all pupils within mixed-age classes of three and four different year groups and the lack of effective assessment systems to regularly check pupils' progress and plan further work. The co-ordination of subjects is not sufficiently organised to ensure teaching, planning and pupils' progress are properly monitored and supported. Pupils therefore make satisfactory progress in these subjects.

3 The number of pupils in each year group is small. In 2000 there were three pupils in Year 2 and four pupils in Year 6. In 2001 there were eight pupils in Year 2, and six in Year 6. This means that results of national tests taken at the end of Year 2 and Year 6 vary considerably from year to year and do not by themselves give a reliable picture of the standards of the school. For this reason detailed analysis of test results for any single year has not been reported here or in each of the subject sections of English, mathematics and science later in the report.

4 The overall picture, taking the results over several years, is one of standards in English, mathematics and science above the national average in both Year 2 and Year 6. Most pupils reach the nationally expected levels and many achieve higher levels. Inspection findings agree with the trends in the test results, that standards in these three subjects are above the average.

5 Detailed comparisons of test results against similar schools (schools with a similar small proportion of pupils who are eligible for free school meals) are not a reliable indicator of whether the school's results are high enough, because of the small year groups. In 2001, for instance, the results of one pupil in Year 6 could make the difference between the school being placed in the top five percent of similar schools and being well below similar schools. Inspection findings are that pupils' progress and achievements are satisfactory in these subjects.

6 Music is another subject where standards are above those expected by the end of the juniors. This is due to the good quality of specialist teaching and the emphasis given to the subject by the school, with recorder groups taught in school time and good opportunities for pupils to perform regularly. This results in pupils achieving well in music.

7 Standards in information and communication technology are below expected levels by the end of the juniors. This is partly because, in the past, teachers have lacked skills and

confidence in using the new technology and so it was not planned for carefully enough and taught systematically, either in the specific subject skills or the use in other subjects. The school has recognised this and the subject is one of the main priorities for development this year. A published scheme of work has been recently bought and teachers have started to plan using this scheme. Teachers have had training in the use of computers and the school is planning to organise a part-time specialist to help with the teaching. These measures are too recent to have yet had an impact on standards.

8 History is the other subject where inspectors found standards to be below those expected by the end of the juniors. This is largely due to the difficulties of ensuring that older juniors have sufficient skills and depth of understanding across the subject curriculum in a class with four year groups.

9 Since the last inspection, standards in particular subjects have changed, though overall there has been satisfactory maintenance and improvement of the school's performance by the end of the juniors. The standards in English, science and music have been maintained above nationally expected levels and standards in mathematics have improved to be above expected levels. Standards in design and technology have also improved and are now in line with those expected. The school has not kept pace with the increased emphasis on information and communication technology or maintained standards in history. The school has continued to support pupils with special educational needs well so that they make good progress towards the targets set for them.

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

10 Pupils have very good attitudes to their work, they behave very well, form strong relationships and are learning to become mature and responsible. Their attendance is very good. The school has maintained the high standards of attitudes and behaviour seen at the time of the last inspection.

11 Pupils clearly enjoy coming to school, where they find lessons interesting and often find them fun. They are very keen to do well and are proud of their achievements; for example, they are very anxious to talk about their successes in writing poetry that has been published regionally and nationally. They enjoy showing visitors the garden they have created in the school grounds in their spare time. In lessons, they listen attentively, concentrate on their work and try hard to do their best. They think carefully about answers to teachers' questions and settle quickly to practical activities so that no valuable learning time is wasted.

12 In and around the school, pupils' behaviour is very good. They are sensible and thoughtful in the playground; for example, older juniors know they must be careful to avoid the risk of hurting younger children when playing football. While waiting to be served at lunchtime they are quiet and patient, moving around the cramped space carefully and with consideration for others. They are familiar with daily routines, which they follow with a minimum of fuss, arranging furniture swiftly and competently so that activities such as assembly, physical education, working in groups or the serving of lunches can proceed without delay. No child has ever been excluded from the school.

13 Relationships amongst pupils and between pupils and adults are very good. In lessons, pupils co-operate well when asked to work in pairs or small groups; for example, junior pupils work sensibly in pairs to plan a sequence of movements in physical education. They share equipment, take turns fairly and help one another appropriately; for example, those with more skill and confidence in using the computer will show their partner what to do without dominating the activity. At lunchtimes they sit in family groups, with older pupils taking responsibility for the younger ones. Pupils say that everyone in school is friendly and

gets on well together, with no bullying or unkindness. They are courteous and polite to visitors. They describe their work and give their opinions with a quiet confidence that reflects their growing maturity.

14 When opportunities arise, pupils are quick to show initiative and take on responsibility. They offer chairs and books to visitors, for example, and are happy to undertake a variety of jobs to help the teachers in lessons. Older pupils take turns to look after the hamster and they switch on and load computers at the start of the day. Pupils show a good level of independence in finding and using resources and equipment.

15 Attendance figures are very good. The overall percentage is above that normally found in similar schools and there is very little unauthorised absence. Pupils arrive at school punctually, the registers are taken promptly and lessons start on time.

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

16 In the infants, the quality of teaching is satisfactory overall and good in English. In the juniors it is good. No unsatisfactory teaching was seen during the inspection and inspection evidence indicates that there is a similar quality of teaching overall to that reported by the last inspection. Pupils make satisfactory rather than good progress through the school, however, despite the good teaching and the good progress in those lessons. This is because of factors already discussed in the standards section of this report: the difficulties of mixed-age classes of three and four year groups, the lack of effective assessment systems to monitor pupils' progress and the insufficient co-ordination and monitoring of subjects.

17 One of the strengths of teaching throughout the school is the way teachers build very good relationships with pupils, which enables teachers to manage pupils very well; there is a strong expectation that pupils will behave well and work hard and this is supported by much praise and encouragement. A calm working atmosphere is created, where pupils settle quickly and quietly to their tasks and concentrate hard on their work. Another of the strengths of teaching is that teachers skilfully question pupils to help them learn. They carefully target their questions to individual pupils so that all pupils have to think hard. Many opportunities are made to extend pupils' speaking and listening skills; for example, infant pupils are asked to predict what will happen next in stories and why. Junior pupils read to the whole class the poems they write and the other pupils are asked to comment on what they liked best about the poems and why.

18 In the juniors, there is a brisk pace to most lessons, so pupils make good progress within each session. The lessons are carefully planned, often with detailed thought to the different activities for the different year groups, to try to ensure relevant work for all pupils. The activities are based firmly on what teachers want pupils to learn in each lesson, though these objectives are not always made sufficiently clear to the pupils. Teachers assess pupils' understanding effectively during the lessons, giving more support where necessary to help pupils maintain a good rate of learning.

19 In the infants, the teaching is satisfactory overall as pupils make satisfactory progress and there are real strengths in the teaching, as outlined in paragraph 17, which outweigh the weaker areas. At times the pace of the lesson is too slow. Activities do not always effectively support what the teacher wants pupils to learn within the session. An example of this was seen in a geography lesson, on different leisure activities in the village and further afield, when Year 2 pupils spent too much time copying lists of words from one piece of paper to another. Planning of the lessons is based on the programmes of study of the National Curriculum and, at times, it is insufficiently adapted to meet the different learning needs of the

reception children in the class. They are given too few opportunities to learn through practical activities, such as acting out stories they have heard, and are asked to do too many worksheets.

20 Throughout the school, basic skills are carefully and systematically taught; this supports pupils' learning well, particularly in English and mathematics. Teachers group pupils carefully so they are working with other pupils of a similar level of understanding in literacy and numeracy. This means they can focus their teaching on specific aspects for each group, helping them to learn efficiently. The national guidelines for teaching literacy and numeracy have been implemented effectively, and sensibly adapted for the mixed-age classes. In literacy, the final parts of the lessons, where teachers ask pupils to stop their individual work and listen, are sometimes not planned well enough to reinforce the main points of the learning effectively.

21 Pupils with special educational needs are supported well and helped to make good progress towards the targets set for them in their individual education plans. Teachers sensitively ask them to join different age groups for some literacy and numeracy lessons so that they will be able to succeed with the tasks given them. This develops their confidence and self-esteem and they try hard with their work. They are also given extra teaching support in some lessons.

22 Teachers have an adequate knowledge of most of the subjects they teach and a good knowledge of the English curriculum. It was evident from the lessons observed during the inspection that junior teachers have a good understanding of concepts in science and religious education and this helps them interest and involve pupils in their work. A music specialist teaches singing; her good subject expertise underpins the imaginative way songs are used to teach different aspect of music and leads to standards in music above those expected by the end of the juniors. Very little direct teaching of information and communication technology was seen but evidence indicates that teachers' lack of confidence and knowledge has contributed to standards being below those expected by the end of the juniors.

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

23 The curriculum for reception children is unsatisfactory. When children start school, their attainment is generally above that expected of this age group. Many are ready for formal education and benefit from working alongside older pupils in the class for some of the time. There are, however, times when the work of older pupils is not meaningful for reception children. Curriculum planning for the mixed-age class is based on the programmes of study of the National Curriculum, though with awareness of national guidance for the curriculum for younger children. It is, however, not sufficiently translated into planning and providing relevant practical activities for reception children. An added difficulty is that of the cramped space, making it harder to ensure the curriculum includes exploring materials such as sand and water and paint, and areas where children can learn through imaginative play such as in 'a class shop' or 'home corner' or with construction materials. There are no facilities for outside play with wheeled toys or large play equipment to support children's physical development.

24 The school's curriculum for pupils in Years 1 to 6 meets the requirements of the National Curriculum and the Derbyshire Agreed Syllabus for religious education. It gives proper priority to teaching the basic skills of literacy and numeracy. Pupils are given satisfactory opportunities to use reading and numeracy skills in other subjects. Good opportunities are made to develop speaking and listening skills and practise writing skills

while pupils are working in other areas, in science and religious education particularly. The use of information and communication technology in other subjects, however, is underdeveloped; for example, not enough use is made of computers to support writing skills such as drafting and editing text. Provision for pupils' personal, social and health education is satisfactory and appropriate attention is given to teaching about drug misuse.

25 The school has recently started to use national guidance as the basis of planning for most subjects. This has to be adapted because of the different year groups in each class. Staff try hard to overcome the difficulties of planning appropriate work for all in mixed-age classes, but are still developing the curriculum to do so. One of the priorities in this year's school improvement plan is to review the planning for science, information and communication technology, history and geography to ensure all the aspects are properly covered. At times, a compromise is reached, such as in whole school singing sessions, where songs more suitable for younger pupils are interspersed with much more complex ones to stretch the older pupils. Evidence indicates that, in history, there has been a lack of progression for pupils in the juniors, resulting in standards below those expected by the end of Year 6. The school has just bought a published scheme of work with which to teach information and communication technology in a systematic way, though it has not had time to be effective in raising standards from below those expected by the end of the juniors. The lack of space restricts the physical education curriculum, though staff work hard to overcome the difficulties, using the small village hall, ensuring good provision of swimming for all junior pupils and providing extra-curricular football and other sporting opportunities throughout the year.

26 The school works hard to ensure that all pupils are fully included in all aspects of school life. Boys and girls of all ages attend the extra-curricular football sessions. All pupils take part in the school's performances. Provision for pupils with special educational needs is good. They are sensitively supported by staff and given extra teaching help in some lessons. The school is aware of the new Code of Practice and has started to review and adapt its procedures in accordance with it. Currently the school does not use its assessments of pupils to check their progress effectively and has not monitored the differences between boys and girls in attainment.

27 A real strength of the school is that it has very strong links with the local community. A few of these links are given here as examples. The school's nativity and Easter service are performed in the church, the summer performance is held in the school hall. Audiences are invited back to the school for coffee. Two volunteers come regularly into school to take small recorder groups and contribute significantly to the quality of provision for music. When pupils learnt about different ways to join materials together, a local joiner worked with pupils in school. A Peak Park Ranger worked with pupils supporting their understanding of local geographical features. Extra-curricular provision is satisfactory, with football sessions and a chess club. The school co-ordinated with the village after-school club to make sure activities did not clash.

28 The school tries hard to link work in different subjects together in a meaningful way for pupils, and supports this with a range of visits and visitors. These enrich the curriculum to give pupils good learning opportunities. A striking example of this is the well dressing project carried out in 2000. Pupils asked residents about wells and water in the village in the past and researched the tradition of well dressing in other villages. They prepared a village well site, designed a well dressing picture and worked with a local resident using clay and flowers to make the picture. The school gathered with local residents for the blessing of the well by the vicar.



29 The provision for pupils' spiritual development is good. Daily assemblies provide good opportunities for pupils to develop their spiritual awareness and a respect for themselves, each other and the community. The lighting of candles provides a focal point and together with appropriate music creates an appropriate atmosphere. Pupils are given time to reflect on the ideas developed in the services. Successes in both academic and personal achievement are recognised in assemblies and in class. Teachers help pupils to recognise the achievement of others and to praise them. Staff make good use of opportunities to raise pupils' awareness of the wonders of nature. A good example of this was seen in the infants with the pupils' excited reaction to the small seeds that they were planting.

30 Very good provision for moral development has been maintained since the last inspection. The school's strong Christian ethos and a belief in the value of each individual and their right to respect and self-esteem very effectively support moral development. Staff have high expectations of pupils' behaviour and their levels of concentration, and school rules stress the positive reasons for behaving well. Pupils are encouraged to think about the impact of their actions on themselves and others and to take responsibility for themselves and their equipment. They learn to take responsibility for others; for example, older pupils help younger ones and the oldest pupils take care of the school hamster. The understanding of right and wrong are reinforced effectively in assemblies and throughout the school day.

31 Provision for social development is very good and this has been maintained since the last inspection. Pupils throughout the school are given many opportunities to work in pairs and small groups. This contributes positively to their learning, as was seen, for example, in a junior lesson where pupils supported each other well in reading activities. Their social experiences are enriched through the visits they make as part of their history, geography and religious education studies, and, particularly, through the extended residential visit they make. Pupils enjoy numerous opportunities to develop responsibility, self-confidence and independence. Very good relationships are evident in lessons and this ensures that pupils feel comfortable in discussing sensitive issues that concern them. A sense of citizenship is well developed, both within the school community and with the local community. Pupils invite local residents back to the school for coffee after performing in the village hall, for example, and take part in projects to improve the local environment. Pupils eagerly support fund-raising events for local and world charities.

32 The provision for cultural education is satisfactory. It was judged good at the time of the previous inspection but there has since been increased emphasis given nationally to ensuring that schools provide an understanding of different cultures. Whilst the provision for developing pupils' understanding of their own heritage is good, the school provides too few regular opportunities for pupils to study aspects of other cultures; this was also reported by the last inspection. Pupils are not given many opportunities to develop an understanding and appreciation of the multicultural nature of the society in which they live. Pupils are given many opportunities to experience different styles of music, for example through both singing and listening to music, but these are largely confined to music from the western European background. Pupils are given opportunities to appreciate different works of art, though, again, these are almost entirely from the western European background. In religious education pupils learn about Islam and Hinduism though they do not visit different places of worship or have other religious leaders to come and talk to them.

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

33 Because this is a very small school, staff know the pupils and their families very well and are able to identify and respond to their needs. Pupils' personal development is routinely

monitored on a daily, informal basis. They are confident to approach staff with problems of any kind, in the knowledge that help will be there for them. Parents agree that their children feel safe and secure in school.

34 The school is very conscious of health and safety issues. Staff are careful to follow safe practices; for example, in a science lesson the teacher emphasised the need for hygiene in handling seeds and soil and in a recorder lesson the teacher made sure that borrowed recorders were disinfected before being used. School trips are carefully organised to ensure proper supervision and staff assess the level of risk of activities before pupils visit new places. Within school, safety around the building is constantly under review. With decreased play space outside due to the building of inside toilets, for example, two members of staff instead of one now supervise the children while they play in two small areas. There are suitable arrangements for routine medical care and all staff regularly attend refresher training for first aid. Child protection is organised according to the local authority's guidelines.

35 There are appropriate procedures to monitor attendance. The school has recently reviewed the arrangements for parents asking permission to take their children on holiday in term time, in order to emphasise the importance of not disrupting children's education. This has been effective in minimising absence to go on holiday.

36 Procedures for promoting good behaviour are based on a simple code of conduct that stresses positive attitudes and care and consideration for others. Children find this easy to understand and are motivated by the possibility of winning team points. Because there is an emphasis on positive values and because all adults provide good role models, the school's approach to behaviour is very effective in ensuring that children respond well and live up to its expectations.

37 The school's procedures for assessing pupils' academic performance have improved since the last inspection when this was raised as an important area in need of development. Children are assessed shortly after they enter school. Day-to-day assessments of what pupils have covered in lessons provide teachers with information on pupils' short-term progress in English, mathematics and science. This information is used satisfactorily to help teachers plan what pupils are to learn next. Assessments are also made at the end of topics in history and geography but these do not always enable teachers to judge what progress in different skills pupils have made in the differing age groups. The school carries out the national tests at the end of Years 2 and 6 and also the optional national tests in both English and mathematics at the end of Years 3, 4 and 5.

38 The school does not yet use the full range of assessment information available to it effectively. It is not yet used to check that individual pupils make sufficient progress in understanding and skills each school year and throughout their time in school. This is partly because the information has only just started to be organised and kept in a way that allows teachers to see the progress made from year to year easily and so does not yet plot pupils' progress accurately over an extended time.

39 The school sets realistic targets for the number of pupils that should reach the expected level in national tests. Assessments have been used to identify pupils who need extra help to reach expected levels in the national tests for Year 6. Assessments are not used effectively to set targets for all pupils or to check regularly whether pupils are meeting those targets. No targets are set for the number of pupils to reach higher than expected levels in national tests, for example, to help all pupils achieve as much as they are able.

40 Some analysis of test results has been carried out. The school is aware, for example, of the trend of lower attainment in spellings and intends to review the way the

teaching of spellings is planned. The lack of effective procedures to check pupils' progress, however, means that the school cannot easily monitor the effectiveness of its actions to improve spellings. The school has not yet made sufficient use of assessment information to plan the curriculum.

41 Pupils with special educational needs each have an individual education programme that contains sufficient detail on what their difficulties are and what their next targets for learning are. These are regularly reviewed by the school with the help of the local authority's educational psychologist. This information, however, is not kept in a way that can be used to easily check the progress pupils with special educational needs make from year to year to assess their overall progress and so the level of their special educational needs.

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

42 Since the last inspection the school has maintained its strong, positive links with parents. An unusually high response to the pre-inspection questionnaire, together with a well-attended parents' meeting, clearly show parents' satisfaction with what the school offers. All parents say that children enjoy school, are expected to work hard and are making good progress. They believe that teaching is good and that the school is well led and managed. A very small number of parents commented on the amount of homework set, which they do not feel is appropriate, and on the range of extra-curricular activities, although they recognise that it is difficult for a very small school to offer more.

43 The inspection team agrees with most of the positive comments that parents make and finds the minor criticisms unjustified. The extra-curricular provision is satisfactory for a school of this size, and is supplemented by a wide range of activities that enhance pupils' learning, such as educational trips and visiting speakers. Homework, consisting mainly of reading, with weekly spellings, mathematics and science for the older pupils, is fairly typical and most parents and pupils feel that the balance is right.

44 The school provides a good range of information for parents, including a prospectus, which contains relevant information written in a style that is easy to understand, and the governors' annual report to parents, which is useful and informative. Formal opportunities to discuss pupils' progress and see what they are learning are arranged through an annual parents' evening and two open days, which are very well attended and much appreciated by parents. School reports, which are discussed with parents once a year, are detailed and helpful. They describe what pupils know, understand and can do, and give general areas that need to be improved. In addition, the daily informal contacts that parents have with class teachers enable them to keep up to date with any issues affecting the children and to deal with any minor problems that may arise. Because there are so few children in the school staff develop close, fruitful links with all the parents.

45 Parents support their children's learning at home by listening to them read and many parents and carers spend time in school each morning, sharing their children's activities at the start of the day and helping to create a purposeful, positive atmosphere. Some parents are able to give practical help in classrooms, listening to pupils read or helping with resources for design and technology, while some parents use their special expertise in music or information and communication technology to further enrich pupils' educational experiences. There is a thriving parents' and friends' association, which arranges fund-raising and social events. These enable the school to buy additional equipment for the children, as well as contributing to the family atmosphere that makes this small school a happy, friendly community.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

46 The leadership and management of the school are satisfactory. The headteacher has successfully maintained the strong ethos of the school; the school's aims and values, including giving pupils confidence, independence and a sense of responsibility, underpin the daily life of the school. This results in high standards of behaviour, very good relationships and hardworking pupils. There is a real sense of a school community that is part of the local community. The headteacher has successfully led the school through the changes needed to implement the national guidelines for teaching literacy and numeracy effectively. The school has changed from planning topics to planning for each subject and the headteacher has ensured that there is an interesting curriculum for pupils in Years 1 to 6, with learning in different subjects linked well in worthwhile projects. Pupils make satisfactory progress in their learning through the school.

47 The last inspection judged leadership and management to be strong, with this judgement related to the headteacher's firm sense of purpose and many of the strengths outlined above. Whilst standards in English, mathematics and science are above average, this is satisfactory achievement for pupils who enter school with higher than expected levels of attainment in key skills. The main actions of the school improvement plan are to ensure the curriculum requirements are covered. There has been too little focus on taking actions to raise standards and insufficient emphasis on how to monitor what the school provides and the standards it achieves, for leadership and management to be judged other than satisfactory, despite the strengths.

48 Currently the headteacher, as the infant class teacher, takes overall responsibility for the infant curriculum and the junior teachers for the junior curriculum. This is a very small school where much discussion, monitoring and development take place informally. Whilst this organisation has some merit in a very small school, it leaves no one with a clear enough picture of provision and progress through the school. Co-ordinators of subjects have been agreed for seven out of the eleven subjects, with the headteacher and one part-time teacher having two subjects each and the other part-time teacher having three. Their roles and responsibilities, however, have not been agreed. No staff, including the headteacher and the co-ordinators of the key subjects of English, mathematics and science, have up-to-date job descriptions outlining exactly what they are expected to be doing. Staff are working very hard and some monitoring has recently started but no one, whether it be the headteacher or the co-ordinators, has clear responsibility for the monitoring of teaching, planning, or pupils' progress in any subject through the school, to ensure pupils make the progress they should. The lack of a properly agreed structure of responsibility is a significant factor in the other areas identified by the inspection as needing improvement.

49 The role of the governing body has improved since the last inspection. The chair of the finance committee comes into school fortnightly to monitor the finances and the finance committee meets and discusses the figures termly. The curriculum committee has agreed policies and discussed issues such as how much evidence of pupils' progress needs to be kept, though it does not meet on a regular basis. Governors with responsibility for literacy, numeracy, special educational needs and the reception age group have made formal visits to school and reported back to the governing body. Members of the governing body meet with the headteacher and the local education authority advisor to discuss the annual review of the school carried out by the local education authority advisor. This means the governing body has a clear idea of the school's strengths and areas that need to be improved.

50 The governing body has not, however, properly defined and agreed the roles and responsibilities of headteacher and staff. Nor has the governing body sufficiently ensured that

the school has an effective system of monitoring of planning, teaching and the progress that pupils make. The governing body training plan that has been drawn up shows a good awareness of the need to further develop an understanding of the roles and responsibilities of governors with specific responsibilities and of the governing body as a whole.

51 The last inspection found that the school needed to develop assessment procedures to link more closely with National Curriculum levels of attainment and this has been done satisfactorily, though the school now needs to use these assessments more effectively. The role of the governing body has improved though it needs more development. The school has raised the standards reached in design and technology and mathematics, and maintained English and science at above average levels, though standards in history and information and communication technology have fallen, so there has been satisfactory improvement of the key issues for the school outlined in the last inspection report and overall standards have been maintained. The school has also made other improvements to provision, such as using national guidelines for planning. Some aspects of the school have not been judged as strong as they were in the last inspection, such as pupils' cultural development, due to increased expectations of what good provision entails. Overall the level of improvement since the last inspection is satisfactory.

52 The school has a clear view of priorities for improvement. All five curricular developments outlined in this year's improvement plan relate to checking and planning for the coverage of the requirements for subjects: information and communication technology, science, history, geography and spelling. This is a real issue for this small school with three and four year groups in a class, as can be seen by the difficulties in providing sufficient depth in some subjects, such as history, and the school is rightly developing its planning using national guidance as a basis. The school also is very aware that standards in information and communication technology are below expected levels and has acted on the improvement plan so staff have had training to improve their skills. The last annual review of the school by the local education authority clearly identified the issues of the need for a clearer responsibility structure and better use of assessments to check the progress pupils make. The school agrees these are priorities, though has not yet added them to the school's improvement plan. The improvement plan outlines the concern the school has about its provision for reception children, though with no details of how it plans to improve this provision.

53 The school's use of the expertise of specialist staff and volunteers is good and leads to an enhancement, for example, of the musical provision of the school. Financial decisions are carefully based on the priorities of the school's improvement plan. There is also an acknowledgement of the need for the headteacher to have time released from teaching to carry out her leadership and management duties. At present this is for a day a week, though it is organised by use of supply staff and is not built into the school's financial priorities, with agreement on responsibilities expected to be carried out and the time needed for them.

54 Specific grants are used effectively on priority areas, for example, for the training of staff in information and communication technology and for increased support for reception children as well as to support the amount of clerical time available in small schools. These specific grants in total contribute significantly to the school's overall funding and also to the ability of the school to make improvements. The school appears to have carried forward from last year to this a relatively large amount of money. Most is extra money, however, that had been given to the school to support a pupil with special educational needs and a good proportion of it will be claimed back from the school in this financial year. Given the sound education the school provides, the satisfactory progress that pupils make and the many strengths of the school, including its links with the community, the school provides satisfactory value for money even though the costs for each pupil are high.

55 The accommodation is inadequate and restricts the quality of education that teachers are able to provide. Recent improvements include indoor toilets and an enlarged and refurbished office area for headteacher and clerk. There remain problems created by the lack of a hall or large space inside and the lack of sufficient space outside. Pupils are limited in the standards they are able to achieve in most aspects of physical education. The school sensibly uses the village hall for some physical education lessons but it is small and also provides restricted space for physical activities. Both classrooms are used for assemblies and dinner times, which means moving tables around regularly and this restricts ongoing activities as there is little space for, for example, large-scale half-finished artwork or displaying pupils' finished work. The infant classroom is small and this restricts the proper provision of practical activities for reception children. There are also no facilities for large play activities or wheeled toys for reception children outside to regularly use and develop physical and social skills.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

56 In order to improve the quality of education provided and the standards achieved, the school now needs to:

Raise standards in information and communication technology and history by:

- continuing to implement the school's improvement plans for the subjects;
- regularly assessing pupils' skills – see the second improvement point. (Paragraphs 7, 9, 22, 77, 86, 92, 116 – 120 and 8, 25, 110 – 115)

Monitor and increase the progress pupils make by:

- regularly assessing pupils' skills and knowledge against the levels of attainment of the National Curriculum;
- keeping these assessments in a format that enables the school to check the progress pupils make from year to year;
- using these assessments to set targets for individual pupils and check progress towards the targets;
- using these assessments to plan further work for individuals and groups. (Paragraphs 2, 16, 26, 37 – 41, 51, 52, 70, 78, 85, 87, 94, 19, 115, 120)

Define the responsibilities of the headteacher, staff and governing body clearly in order to monitor the performance of the school more systematically by:

- agreeing the responsibilities of the governing body with respect to monitoring the work of the school;
- agreeing the job descriptions of all teachers including the headteacher, specifying what is expected of a teacher who is given responsibility for co-ordinating a subject;
- agreeing who is responsible for managing the subjects of the National Curriculum and religious education, co-ordinating and developing them through the school;
- agreeing and implementing a system to monitor teaching throughout the school. (Paragraphs 2, 16, 46 – 50, 52, 79, 87, 94, 98, 104, 109, 115, 120, 126, 131, 136)

*The following minor points should be considered for inclusion in the school's development plan:*

- Improve the curriculum for reception children by providing more practical activities to support their learning (paragraphs 1, 19, 23, 57 – 64).
- Provide regular opportunities for pupils to develop their understanding of other cultures and the multicultural nature of the society in which they live (paragraphs 32, 97, 123, 136).
- Continue to try to find ways to improve the accommodation (paragraphs 25, 55, 57 – 64, 130, 131).

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 15 |
| 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         | 2         | 6    | 6            | 0              | 0    | 0         |
| Percentage | 0         | 14        | 43   | 43           | 0              | 0    | 0         |

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

One lesson observation was too short to be able to judge the quality of teaching.

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | R – Y6 |
|---|---------|--------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 0       | 31     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 2      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | R – Y6 |
|---|---------|--------|
| Number of pupils with statements of special educational needs       | 0       | 0      |
| Number of pupils on the school's special educational needs register | 0       | 3      |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 0            |
| Pupils who left the school other than at the usual time of leaving           | 1            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.7 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.1 |



|                           |     |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

**Test and assessment data has not been included because the number of pupils in each year group is too small. In 2001 there were eight pupils in Year 2 and six pupils in Year 6.**

### ***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                           | 30           |
| 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: Reception – Year 6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 2.3  |
| Number of pupils per qualified teacher   | 13.5 |
| Average class size                       | 15.5 |

#### **Education support staff: Reception – Year 6**

|   |    |
|---|----|
| Total number of education support staff | 2  |
| Total aggregate hours worked per week   | 22 |

#### **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***

|                |           |
|----------------|-----------|
| Financial year | 2000/2001 |
|----------------|-----------|

|  | £      |
|--|--------|
| Total income                               | 129349 |
| Total expenditure                          | 117878 |
| Expenditure per pupil                      | 3274   |
| Balance brought forward from previous year | 966    |
| Balance carried forward to next year       | 12437  |

### ***Recruitment of teachers***

|  |   |
|--|---|
| Number of teachers who left the school during the last two years     | 0 |
| Number of teachers appointed to the school during the last two years | 0 |

|  |   |
|--|---|
| 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

87%

Number of questionnaires sent out

31

Number of questionnaires returned

27

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 41             | 59            | 0                | 0                 | 0          |
| My child is making good progress in school.  | 48             | 52            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 56             | 44            | 0                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 7              | 85            | 7                | 0                 | 0          |
| The teaching is good.  | 89             | 11            | 0                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 78             | 22            | 0                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 74             | 26            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 81             | 19            | 0                | 0                 | 0          |
| The school works closely with parents.   | 67             | 33            | 0                | 0                 | 0          |
| The school is well led and managed.  | 85             | 15            | 0                | 0                 | 0          |
| The school is helping my child become mature and responsible.                      | 67             | 33            | 0                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 44             | 44            | 11               | 0                 | 0          |

## **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**

57 The last inspection reported that children enter school with levels of attainment that are expected for their age. With the benefit of clearer assessments of children's attainment as they enter school and more comparative data, this inspection has found that many children enter school with attainment in many key skills that is above that normally found. Their speaking and listening skills are less well developed.

58 Children join a mixed reception, Year 1 and Year 2 class when they start school. There are currently only two reception children. They make satisfactory progress in the reception year, as a result of the generally satisfactory quality of teaching in all areas of learning specified for this age group. A strength of the teaching is the good relationships with children and the way they are praised and encouraged and helped to achieve. A weaker element of the teaching is that reception children are not always given relevant practical activities to help them explore and experiment in order to make good progress in their learning. This is partly due to the lack of space in the infant classroom so that practical activities cannot be set up and left available for children. It is also due to an over-emphasis on pencil and paper tasks, with the same work given to reception children as that given to the older pupils in the class. This is sometimes beneficial for reception children, providing tasks that really make them work hard. At times, however, it does not meet their needs.

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

59 The school places a strong emphasis on developing children's confidence and independence. Respect and care for others are built into the school's everyday life. Staff support children's personal, social and emotional development effectively so that children behave very well and try hard with their work. Children manage the routines of school life, such as dinner times and assemblies, in a mature way. They are encouraged to dress and undress for physical education without help. They co-operate well when, for example, they join with others in the class in small groups, moving in lines as imaginary buses.

#### **Communication, language and literacy**

60 Children make satisfactory progress in developing their speaking and listening skills; the teacher encourages them to take a full part in class discussions, praising and extending their attempts to communicate. They enjoy listening to stories, such as 'Handa's surprise' and become involved in what will happen next as a result of the way the teacher asks interesting questions to get children to predict and explain. Children make satisfactory progress with reading and writing. They practise reading in the class 'quiet reading' times and take reading books home daily. Children copy the teacher's writing and make good attempts at their own writing. They are given worthwhile opportunities to sequence stories, for example, re-telling the story of the little bear who couldn't sleep. The support assistant appropriately works with the children during part of the literacy lessons, reinforcing their learning. In the lesson seen, the children were given a worksheet activity to match the names of fruit to pictures and then write them. They were well behaved but not very involved with the work. There was a missed opportunity to extend children's reading, writing and communication skills in a practical way, such as acting out the story they had just heard, re-reading the book and using real or toy fruit to put next to fruit labels.

## **Mathematical development**

61 Children make satisfactory progress in their mathematical understanding; they participate in the whole class discussions and are then taken by the support assistant to reinforce concepts. At times this is done successfully through practical activities. In the lesson seen the children acted out a shopping trip, taking turns to be shopkeeper and customer and working out the change needed when they had bought something. Children learn the names and properties of shapes such as circle, triangle and square. They measure objects and put them in order of longest to shortest.

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

62 Children work alongside the older pupils in the class while they have lessons in science, design and technology, history and geography and they make satisfactory progress in their knowledge and understanding of the world. In the science lesson seen, children were interested in the work on planting seeds and really enjoyed feeling the texture of the soil. The activity given them, however, meant that for much of the lesson they were decorating pots and not adding to their scientific understanding. In the geography lesson seen, the concept being taught, on leisure activities, was a complex one for pupils in Year 1 and Year 2 and not appropriate for reception children. The teacher, however, provided an interesting and practical way for the younger children to work on the task, drawing pictures and sticking them on a chart.

## **Physical development**

63 Provision of activities that support children's physical development is limited by the restricted accommodation, both inside and out. This was mentioned by the last inspection report and remains true. There are no wheeled toys or large play equipment, nor space outside to use them. Physical education lessons are carried out either in the cramped classroom with the tables stacked in one end or in the small village hall. In the movement lesson seen, children enjoyed moving in different ways, curling and stretching, striding and skipping. They tried hard to follow the different instructions on the tape. In the classroom, children are given many opportunities to use pencils and scissors, though fewer opportunities to practise co-ordination skills with activities such as building with construction equipment.

## **Creative development**

64 Children are given satisfactory opportunities to explore different media such as paint, pencil, crayons, fabrics and paper in art lessons and they make satisfactory progress. They are taught different techniques, such as printing, paper weaving and using wax crayons and painting over the crayoning to give a background. At times, there is too much emphasis on getting a finished product and too little opportunity for children to experiment for themselves. Children join in whole school singing lessons, and whilst some of the songs are chosen to be appropriate for reception children, many are too complex. There are limited opportunities for children to experiment with musical instruments and the sounds they make. No imaginative play was seen during the inspection except 'shopping' during a mathematics lesson. There are a few resources for imaginative play, including 'small world' toys, which can be used on tables, though none were seen being used during the inspection.

## ENGLISH

65 Standards in reading and writing are above average nationally both at the end of the infants and at the end of the juniors. Pupils' achievements are satisfactory, given their attainment on entry to school, which is above expected levels in key skills of reading and writing, though with less well developed speaking and listening skills.

66 The overall trend, taking the national test results over several years, is one of standards above the national average in both Year 2 and Year 6. Most pupils reach the nationally expected levels and a good number achieve higher levels in the national tests. Within this trend, an area that is weaker is spelling. The test results over several years show that fewer pupils than expected do well in spelling tests.

67 By the time pupils are seven years old, they listen carefully to instructions and intently to stories. They have average speaking skills, as was seen when they tried to describe the texture of soil in a science lesson. By the time they are eleven years old, pupils listen to each other well, as was seen when pupils laughed at the humour in the poem a pupil had written and read out to the class. Most pupils speak clearly in discussions and use a varied vocabulary. Teachers create many opportunities to encourage pupils to talk, helping them extend their vocabulary and use complete sentences confidently when explaining their ideas. This enables pupils to make good progress in these skills through the school, and, by the time they leave school, they are above expected levels.

68 By the end of Year 2, standards are above average nationally in reading and writing. Pupils read fluently, and use the meaning and punctuation in the text to help them read with expression. They understand and can describe the main story line and half can identify the important characters in books they read. Most have difficulty going beyond the literal meaning of words and the teacher skilfully questions pupils to help them understand and explain what they have read. Pupils' writing is joined and legible and they are beginning to use interesting vocabulary. Half use punctuation such as capital letters, full stops and question marks consistently, the others sometimes do. Pupils' spelling varies, though most show a clear knowledge of spelling rules even when the actual word is spelt incorrectly.

69 By the end of Year 6 as well, standards are above the national average in reading and writing. Almost all pupils are confident and expressive readers. They discuss characters from books and refer to the text to give portraits of the main ones. They give succinct summaries of the story so far and their predictions of what might happen are based on good inference and deductive skills. Pupils' writing is joined and legible, with a good use of punctuation including speech marks, commas and paragraphs. Almost all pupils use lively and interesting vocabulary and well-formed phrases, for example: "Mysteriously, the leftovers in the pitch black cauldron bubble", and "the draught lets the curtain flow like a headless ghost". The writing of a few pupils goes well beyond the literal meaning of the words, with a real sense of humour, such as "What's that noise?" "It's me thinking".

70 The quality of teaching is good in both the infants and the juniors and this results in pupils making good progress within lessons. The overall progress of pupils is constrained by the difficulties in providing for all pupils within mixed-age classes of three and four different year groups. It is also hindered by the lack of effective assessment systems that regularly check pupils' progress against National Curriculum standards and provide a clear focus on what they next need to learn to make good progress. This means that pupils make satisfactory rather than good progress through the school.

71 A strength of the teaching is the way teachers manage pupils, giving them a lot of praise and encouragement, creating very good relationships, well-established routines and a purposeful working atmosphere in lessons. This results in pupils settling quickly and quietly to their tasks and trying hard with their work. Lessons are carefully planned, based on a clear understanding of the national guidelines for teaching literacy and adapted well for the mixed age classes. Basic skills are taught systematically through the school. Teachers use introductory sessions effectively, with well-chosen texts that interest and inspire pupils, so they concentrate hard. This is done skilfully so that all pupils are learning, despite the large range of understanding in the mixed-age classes. Junior pupils read together poems such as 'Jetsam' with expression and rhythm; this helps them when they write and edit their own poems. Tasks are carefully chosen and matched to different groups of pupils so they support all pupils' learning effectively and allow the teachers to concentrate on teaching a specific group of pupils at a time. An example of this is the way a group of Year 1 pupils worked hard by themselves when writing sentences about different animals, enabling the teacher to help Year 2 pupils with their reading.

72 In one lesson in the juniors seen during the inspection, the quality of teaching was very good. The teacher explained clearly why and how text needs to be edited to improve it, then insisted on pupils spending time revising their poems, supporting pupils effectively while they did so by very skilled questioning, which resulted in high quality writing.

73 An aspect of the teaching that is weaker is the use of the final part of the lesson, where teachers ask all pupils to stop individual work and listen. This session is planned to reinforce learning of the main points of the lesson. There are two reasons why it is often not successful. One is that what is planned to be learnt in the lesson is not made clear to pupils at the beginning. The other is that, with mixed-age classes, it is not always appropriate to ask a group of pupils to read out or demonstrate what they have been working on, as it may not reinforce other pupils' learning.

74 The school has identified a small number of pupils as having special educational needs. They are given good support and helped to make good progress towards the targets set for them. Teachers plan sensitively so these pupils are working in different age groups at tasks that enable them to succeed. This boosts their self-esteem and they persevere with their work.

75 Reading is supported well by the regular short sessions where all pupils read quietly to themselves and the teachers work with individuals. Pupils take reading books home regularly, though there is no home-school reading book for teachers, parents and pupils to be able to make comments about the reading. In the juniors, pupils also have weekly spellings to learn at home. This homework satisfactorily supports the work pupils do in school.

76 Teachers provide satisfactory opportunities to support reading when pupils work in other subjects. Pupils are taught to find information on the Internet to use in their science, history and geography studies. They are taught about the use of contents and index pages in books. Older junior pupils know how to find appropriate information from factual books, though they show little understanding of how to use the library classification system to find relevant books for particular studies. In the lessons seen, at times there were missed opportunities to support reading skills. In an infant science lesson, for example, pupils were learning about the different conditions needed for plants to grow and no information books were provided for pupils to use to reinforce and extend their understanding of plant growth.

77 Teachers make good opportunities for pupils to practise their writing skills in science, religious education and music particularly. There are fewer opportunities made in geography and history. A strength is the insistence in all subjects that pupils use their own language

when writing, for example, when writing how they carried out a scientific investigation. Teachers encourage pupils to write in different styles for a variety of purposes when learning about other subjects; for example, pupils write instructions in design and technology and lists of words and phrases to describe music. Insufficient opportunities are made for pupils to use computers to practise writing skills such as drafting, editing and improving text.

78 Standards in reading have been maintained above the average since the last inspection and standards in writing have improved. The curriculum has improved, with the use of national guidelines for planning. The school still has not developed a system of assessment that is used effectively to monitor pupils' progress against the National Curriculum criteria. Whilst the school does identify those pupils who need extra help in order to achieve expected levels in national tests, there is no clear use of assessment to set targets for all pupils and to identify those pupils who with support could reach higher levels. This is despite having many pupils who come into school with above expected levels of attainment.

79 Co-ordination of the subject is unsatisfactory. The co-ordinator's role has not been clearly defined. There is insufficient monitoring of teaching, standards or pupils' progress through the school, either by the co-ordinator or the headteacher. In response to analysis of the results of national tests, the school has added improving the standard of spellings to the priorities in this year's development plan. The developments outlined, however, focus on improving planning of the curriculum and resources. The lack of effective procedures to check pupils' progress means that the school cannot regularly monitor the effectiveness of its actions to improve spellings.

## **MATHEMATICS**

80 Standards are above average nationally both at the end of the infants and at the end of the juniors. Standards have improved since the last inspection when it was reported that standards were in line with those expected nationally. Pupils' achievements are satisfactory, given their attainment on entry to school, which is above expected levels in key number skills.

81 In the national tests at the end of Year 2, the overall trend over several years is one of standards above the national average. Most pupils reach the nationally expected levels and a good number achieve higher levels in the national tests. National test results for Year 6 pupils are more varied and, over several years, closer to the national average, as fewer pupils reach higher than expected levels.

82 By Year 2, pupils have a good understanding of number. Most pupils add and subtract two, three and four to numbers up to 50 quickly and accurately and are beginning to be able to explain how they do this. Many pupils count in groups of five and ten and link this to 100s and to simple multiplication. Many recognise and order numbers up to 1000. They use their knowledge of number confidently to calculate prices of goods in pounds and pence and in practical activities can give the correct change when someone has bought an item. Pupils have a good understanding of mathematical vocabulary and use ideas such as *longer than* and *smaller than* confidently and accurately. Pupils use rulers to measure accurately using centimetres but not all have successfully linked this to measuring in metres. They are beginning to recognise and name shapes with more than four sides such as pentagons and octagons.

83 By the age of eleven, pupils are able to use and explain a variety of strategies to multiply by 10s and 100s. They understand and use large numbers up to one million. They use their mental calculation knowledge confidently and their recall of multiplication tables is



rapid and accurate and provides a useful tool in solving problems. Pupils show a sound understanding of fractions and decimal equivalents of fractions and are beginning to link these to percentages. Practical aspects of mathematics are appropriately developed and pupils accurately calculate perimeters of shapes and know and use the formula to find their area. Pupils demonstrate good approximation and estimation skills and use these and their knowledge of shape to draw, estimate and measure the size of angles accurately. Pupils have acquired a good understanding of mathematical vocabulary and use this well to help them to decide which process to use in solving problems.

84 The quality of teaching is satisfactory for pupils in the infants and good for junior pupils. The development of mental and oral skills is good as this is taught well throughout the school. Teachers' questioning is rigorous and is used well to involve all pupils. Where the quality of teaching is good, the teachers plan well and have a clear idea what pupils are to learn in the lesson, though this is not always shared with pupils. Teachers have high expectations of what pupils will learn, how they behave and the amount of work they will complete. A good level of challenge is provided for all age groups and abilities within the class. This results in most pupils enjoying mathematics. They concentrate well and produce neat accurate work and make good progress in lessons. Where the teaching is satisfactory rather than good there is a slower pace to lessons, particularly the sessions where pupils work on tasks individually. Pupils with special educational needs receive good help and support from staff, and this enables them to make good progress in lessons.

85 The national guidelines for teaching numeracy have been introduced satisfactorily. Teachers use the planning structure appropriately, having made sensible adaptations to it to be relevant for all in the mixed-age classes. An appropriate amount of time is given to the direct teaching of basic skills and to tasks provided to consolidate these. This is an improvement since the last inspection, which reported that tasks did not always support learning effectively. Teachers check on what pupils have learned during the lesson. This information is not always used sufficiently well to plan what pupils are to learn next and to build on what pupils already know and can do. Pupils make satisfactory progress through the school, despite the good teaching in the juniors, due to the difficulties of providing for all in mixed-age classes and a lack of focus on checking pupils' progress and setting targets for them, particularly for pupils to reach higher than expected levels of attainment.

86 Mathematical skills are used appropriately in design and technology, where, for example, pupils have to measure accurately. They are also used appropriately in science, history and geography. This is an improvement since the last inspection, which reported that mathematical skills were not sufficiently used in other subjects. Information and communication technology, however, is not used effectively to help pupils practise their mathematical skills.

87 Tests are given towards the end of each school year and these are just beginning to be used to record the progress that each pupil has made. This system is not yet sufficiently well developed to enable teachers to analyse the data and target areas of strength and weakness, either in the knowledge and understanding of individual pupils or in what is provided in the mathematics curriculum. The school is beginning to consider setting targets for individual pupils to improve pupils' performance, but this is not yet implemented. The role of the co-ordinator is not clearly defined and no one has an effective overview of what is being taught in each class, the strengths of the teaching and areas to be improved, and whether pupils make sufficiently good progress.

## SCIENCE

88 Standards are above the national average both at the end of Year 2 and at the end of Year 6. Pupils achieve satisfactorily, given their attainment on entry to school. Over the last few years, standards have been above average in both the infants and the juniors; standards have been maintained since the last inspection. Most pupils reach the nationally expected levels and a good number achieve higher levels in the national tests and assessments.

89 Seven year olds sort materials that are magnetic and non-magnetic and record their findings diagrammatically, using skills learned in mathematics. They examine various waterproof materials and reach conclusions about what these materials can be used for. This work has been appropriately extended to building materials and pupils are able to classify these by their waterproof properties. Pupils make observations of how plants grow and learn that they need water, soil, warmth and light to develop properly. Detailed observations are made and recorded appropriately, supporting the development of their skills in how to carry out scientific investigations.

90 By Year 6, pupils show a good knowledge and understanding of scientific concepts such as, for example, the different properties of gases, liquids and solids and how they react in different conditions. They devise their own experiments to determine the weight of air, making predictions and deciding what would comprise a fair test when carrying out the work. They make careful observations, record the results and evaluate them. Pupils use these skills well when examining electrical circuits and are able to predict accurately what will happen, for example, when additional bulbs are added.

91 Investigative skills are developed early in the juniors. Pupils in Years 3 and 4 learn how to separate a mixture of various solids. Pupils use their knowledge of magnetism to begin the process before learning about filtration and evaporation and how this could be used to complete the process. Pupils' learning could be improved further if greater note was taken of what they had learned before and this was built on.

92 The quality of the teaching of science is satisfactory in the infants and good in the juniors. Questioning skills are good with teachers ensuring that pupils of all ages and abilities are fully involved in the lessons. Pupils are taught to observe closely and record accurately. The management of pupils is very good and this ensures that pupils concentrate well and work hard. Pupils are given ample time to discuss what they are doing, thus supporting the development of their speaking and listening skills effectively. The use of numeracy skills is appropriate and writing skills are developed well in science as pupils record what they see in their own words. Information and communication technology is not used sufficiently well to enhance pupils' scientific learning.

93 In the juniors, teacher's planning is detailed and older pupils are given appropriately more demanding tasks. There is a strong emphasis on the organisation of opportunities for pupils to carry out investigations. In the lesson seen during the inspection, the quality of teaching was very good, with groups of pupils working hard at relevant activities and the teacher making very effective use of her time to teach specific skills and knowledge to different groups in turn. The skills needed for investigation were taught very well. In the infants, opportunities are sometimes missed to give pupils activities that make them work hard and further their scientific understanding. In the lesson seen, for example, all pupils planted some seeds. Year 1 pupils spent a long time decorating the pots in which they were going to plant seeds. Year 2 pupils spent a long time copying out labels for their seed trays and had no opportunity to use books to find out information about plant growth.

94 Assessments are regularly completed at the end of every topic, which is an improvement since the last inspection, but the information gained from these is not always used effectively to build on what pupils already know and what they need to learn next. The analysis of national test results to identify weaknesses and trends is also underdeveloped, though the school has identified pupils' understanding of investigative science as an area that needed to be improved and has done so by providing opportunities for pupils to carry out simple experiments. The role of the co-ordinator is not clearly defined and there is only limited knowledge of what is being taught in science across the school. There is limited monitoring of the quality of teaching, of teachers' planning and of pupils' work, and the absence of this hinders the further raising of standards.

## **ART AND DESIGN**

95 Standards are in line with what is expected nationally both at the end of the infants and at the end of the juniors. This has been maintained since the last inspection. No teaching of art and design was seen, so judgements on the quality of teaching cannot be made. Evidence of standards is from pupils' past work, teachers' planning and discussions with staff.

96 By the end of Year 2, pupils mix colours carefully to paint portraits of themselves. They create pale shadings of colours to create a background then use dark colours to paint the bare branches of trees. Pupils look closely at the shapes of buildings and use charcoal to draw what they see in satisfactory detail. They draw natural objects, such as rocks and starfish, with different pencils. By the end of Year 6, pupils construct interesting landscapes by taking a small piece of a picture from a magazine then painting round it, creating subtle shades of colour and expanding the shapes and mood of the original picture effectively. They make complex kaleidoscopic patterns, linking work in art and mathematics well by identifying the lines of symmetry in the patterns. Pupils look closely at objects such as bicycles and shoes then draw them carefully in pencil. They use sketchbooks to record their ideas when working on their pictures.

97 Teachers introduce pupils to the work of several different artists; for example, the infants look at Monet's painting of water lilies and try to create similar effects, and juniors look at the work of Derain before making mosaic pictures of the sea. Almost all the artists are from the western European culture. Pupils are given much more limited opportunities to explore the work of artists in other cultures. In both the infants and the juniors, pupils are introduced to a satisfactory range of media and taught appropriate techniques. There is, at times, an over-emphasis in the infants on the end result, so that, for example, the paper weavings of reception children and Year 1 and Year 2 pupils are identical. The school uses computer programs such as *Dazzle*, though there is little evidence of much art and design work having been done on the computer. Teachers make good links with learning in other subjects to support pupils' creativity; this has been maintained well since the last inspection.

98 Teachers carefully evaluate each lesson in terms of what went well and what could be improved in the teaching. The evaluations do not assess standards and progress of pupils, however. There is insufficient co-ordination of the subject and little monitoring of teaching, planning or the progress pupils make, to ensure that all pupils make sufficient progress in the mixed-age classes.

## **DESIGN AND TECHNOLOGY**

99 Standards are in line with those expected nationally by the end of Year 2 and Year 6. No teaching and learning in the subject was seen during the inspection, so judgements about the quality of teaching cannot be made. Judgements on standards and the quality of the curriculum have been made on the evidence of pupils' past work, teachers' planning and discussions with staff.

100 By the end of the infants, pupils write a list of instructions to make finger puppets; they also draw and label their designs. They investigate different ways to join materials. They are currently doing a topic on food, investigating and evaluating the different tastes and textures, and writing instructions on how to make a sandwich. The planning for the rest of the topic shows they will make a fruit salad, evaluate it and suggest improvements.

101 By the end of the juniors, pupils have had a variety of projects to work on. Their work on switches last term shows their skills and understanding are at expected levels. Year 6 pupils take a torch apart to see how it works and make various different types of switches. They decide who they should design a torch for and what are the needs of the person using the torch. They plan the type of light needed and how to control it. They design, make and evaluate their torches, saying how they could improve them.

102 The last inspection reported that this subject was not taught in sufficient depth, particularly the aspects of structures and mechanisms. The school now regularly teaches the subject, alternating it with art and design, and uses national guidelines as a basis for planning; this has improved the range and quality of the work. Within the constraints of mixed-age classes the curriculum is now planned appropriately. Junior pupils learnt about structures while designing and building a shelter last year. Next term they will learn about mechanisms in the topic on moving toys. Standards in this subject were reported by the last inspection to be a key issue for the school to improve and they have done so satisfactorily.

103 The curriculum is enhanced well by the use of visitors, such as a joiner from the village coming to work with pupils when they investigate different ways of joining materials. The whole school millennium project on well dressings has won several awards. It linked work in many subjects and added greatly to pupils' experience and understanding of design and technology processes.

104 Last year, one of the part-time junior teachers took the infants for design and technology, so had an overview of standards and progress though the school. The responsibilities of staff and co-ordinators, however, have not been clearly defined. There is insufficient co-ordination of the subject as a whole, with not enough monitoring of teaching, planning or the progress pupils make. This means that the school cannot check carefully enough that all pupils in the mixed-age classes, doing the same tasks, have achieved well enough.

## **GEOGRAPHY**

105 Standards are satisfactory; they are in line with those expected by the end of the infants and by the end of the juniors. This is the same as standards reported by the last inspection. Geography lessons were seen in both the infants and the juniors, pupils' previous work was looked at and a discussion with pupils was held to determine the extent of their knowledge.

106 Pupils in the infants have carried out geographical investigations into the local area. They have devised questionnaires on local occupations, sports and pastimes which parents have helped them answer. Year 2 pupils are able to analyse the results of these in simple ways and discuss what they have found out. This helps to improve pupils' speaking and listening skills as well as their understanding of the local area. They understand that some leisure activities can be carried out in small villages such as Elton but for other activities it is necessary to travel, for example, to Bakewell for sports facilities.

107 By Year 6 pupils have developed a satisfactory understanding of rivers and river systems. They use an appropriate vocabulary to describe the various parts of the river such as *source*, *meander* and *channel*. They show an accurate understanding of erosion and deposition and use these words in their written work and in discussion. They make a detailed study of the River Usk in South Wales, then contrast this with a study of the River Bradford and other local physical features. Pupils are beginning to understand some of the reasons why settlements were established. They have developed a sound knowledge of the location of oceans, continents and mountains and know how the different seasons occur and how this affects our weather.

108 The quality of the teaching is satisfactory. Questioning is used well to engage pupils and to obtain thoughtful responses. This was also reported as a strength by the last inspection. The management of pupils is good so that all concentrate on the tasks given them. Teachers utilise visits and audio-visual resources well to illustrate teaching points and support their lessons. In the lesson seen in the infants, the concept being taught was that people do different leisure activities in different places because of the different facilities in those places. This was not well supported by the activities given to older pupils; they spent too much time copying lists from one piece of paper to another. In the lesson seen in the juniors, the teacher handled the difficulties of mixed-age classes well, appropriately focusing on one group and helping them make good progress within the lesson, whilst the others made satisfactory progress in their learning.

109 Good provision is made for pupils to visit different places to study geographical features and this adds appropriately to pupils' knowledge. Writing skills are developed satisfactorily with pupils using their own vocabulary to record what they have learned. The use of computer technology is becoming established as a way of supporting pupils' learning in geography; junior pupils use appropriate programs to extend their knowledge of rivers. Important links with mathematics are made in the juniors through the use of and understanding of co-ordinates to find locations on maps. Local Peak Park Rangers provide good support to the school and help pupils to understand the importance of the flora and fauna and how these are linked to the local landscape. Pupils are assessed at the end of each topic though this information is not used sufficiently when planning what pupils are to learn next. No monitoring of the quality of teaching takes place and the co-ordinator's role is not clearly defined.

## **HISTORY**

110 Standards are in line with those expected nationally by the end of the infants. Pupils make unsatisfactory progress in the juniors in some aspects of the subject, however, and so standards are below those expected by the time pupils are eleven. This is a very different picture to that reported by the last inspection, when standards were judged to be above expected levels. Since then, the school has put much time and effort into national and school priorities such as reorganising the way literacy and numeracy are taught and increasing teachers' expertise in information and communication technology. The school has recognised that history is a priority to develop in this year's improvement plan. It was not

possible to see teaching of history in the infants during the inspection and it is not taught this term in the juniors, so evidence has been gathered from looking at pupils' past work, discussion with pupils and looking at some of the teachers' planning.

111 By the end of Year 2, pupils understand that life was different in the past when compared to the present day. Their work on homes in the present and the past includes learning about the development of electrical appliances in the kitchen and how these have changed our lives. Pupils' understanding about historical events is appropriately developed when they learn about the Gunpowder Plot and re-tell the story in their own words. There is, however, little evidence of pupils building on what they have learned previously to develop their skills, as the historical content of pupils in Years 1 and 2 is very similar, neatness of presentation being the main difference.

112 By the time pupils are eleven, they have a satisfactory depth of knowledge of the Roman way of life and the reasons why they invaded Britain. This includes a sound knowledge of the history of lead mining in the local area. Pupils know, for example, why the names of some towns begin or end with the word 'chester' or 'caster' and what this means. Pupils have studied the ancient Egyptian civilisation and demonstrate a sound knowledge of the social structures of Egyptian society and life in ancient Egypt. They know something of Egyptian gods though in discussion few could recall the names of any of them. Their knowledge of the burial rituals of the pharaohs is more detailed and is satisfactory.

113 The major aspect that is unsatisfactory is that there is insufficient progress in the quality of work, the use of skills and the depth of pupils' understanding in the juniors. There is very little difference in the depth and quality of work done by those in Year 6 and those in Year 3 in the study of ancient Egypt, indicating that the progress made in skills and understanding is insufficient over the four years. Older pupils show little understanding of different points of view when reporting historical events. They show insufficient awareness of the difference between first hand and secondary evidence. They have a limited understanding of chronology. There is also little evidence of pupils researching historical events using information books. Information and communication technology has just started to be used to support pupils' research skills effectively.

114 Good use is made of visits and the local community to enliven pupils' understanding of the lives of people in the past and to help them explain why things are as they are now. Junior pupils, for example, have made a visit to Chesterfield to look at Roman remains. Work is linked well to learning in other subjects, as can be seen, for example, in the infants' work on houses. As well as the historical work, pupils take photographs of their own houses and find out about the different buildings in the village to extend their geographical understanding. They look at the properties of different building materials in science and design and make various constructions as part of their design and technology work. They make careful charcoal drawings of their homes in art lessons. In 2000, the school organised a high quality project on well dressing in Elton that required them to develop good historical enquiry skills and use the local community to provide information. It also linked work in many different subjects very effectively. These are all good features of provision, but the subject is at present not planned sufficiently well in order for them to support junior pupils' progress in skills and understanding as well as they could.

115 History is one of the subjects detailed in the school's improvement plan to be worked on this year: to review and develop the planning to ensure full coverage of the programmes of study of the National Curriculum. There are real difficulties in ensuring an appropriate level of work for all pupils within mixed-age classes of three and four year groups. The school's use of assessments currently does not support teachers' efforts effectively. Regular assessments of pupils' knowledge are undertaken, at the end of each topic, but there is too

little emphasis on assessing the skills pupils have acquired and are able to use, and using these assessments when planning further work. The school has moved from a two-year cycle of topics to a four-year cycle, though there is not at present an effective way the school can evaluate the success of this. The role of the history co-ordinator is not clearly defined. The monitoring of teaching and the scrutiny of pupils' work to check on quality of content and progress in learning skills are underdeveloped. This hinders the efforts of the school to help pupils make progress.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116 During the inspection, no lessons were observed where skills were specifically taught and learnt. A short session was seen in the infants where two pupils were working on the computer and the teacher supported them where needed, but this was for too short a period for judgements to be made on teaching or standards in the infants. In the juniors, judgements on standards are made on the evidence from discussions with pupils and staff, looking at pupils' work and inspection of teachers' planning.

117 By the end of the juniors, the standards reached by pupils are below those expected nationally. The last inspection reported standards at expected levels. The school has not kept pace with the increased emphasis placed on the subject. One of the main reasons for the low standards is that teachers in the past have lacked the skills and confidence to teach the subject effectively. There has also been a lack of planning to cover the curriculum. The school is aware of the low standards and the subject is currently a main focus of development. Teachers have benefited from recent training and have just started to use a published scheme based on national guidelines, in order to cover all aspects of the subject properly.

118 In the infants, pupils learn to use computers to write, for example about handling food hygienically, and draw, for example making pictures of bonfire night. They learn keyboard skills such as making capital letters and adding full stops to their work. They use the mouse competently to draw shapes on the screen. There is insufficient evidence to judge their ability to save and print work. In the short session seen, pupils were reasonably confident when they knew what to do but reluctant to experiment in case things went wrong, and they could not save their work.

119 In the juniors, the range of experiences pupils have had in the past is limited, so Year 6 pupils are lacking basic skills and knowledge. By Year 6, pupils can compose their writing directly onto the screen and change font size, style and colour. They know how to add *clipart* pictures to text and can save and print their work. The use of computers to draft and edit their writing and correct spellings is underdeveloped, with pupils reverting to pen and paper for this. Pupils have started to use art and design programs, though their skills are below expected levels. They have typed data into a spreadsheet program and can change style of the graphs, but are not clearly aware that the computer can be used for calculations or that the quality of the results depends on the accuracy of the data typed in. This term staff are teaching the skills needed to use the Internet, and pupils are competent in searching for and downloading information; this supports work in history, geography and science satisfactorily. Pupils have not yet learnt how to send emails. Skills in using information and communication technology to control devices are not developed to a sufficiently high standard. Skills are not used and extended sufficiently during teaching and learning in other subjects, particularly English, mathematics and art.

120 At present, teachers do not plan regular sessions in which to teach specific skills to the whole class or groups of pupils. There are plans to have an additional part-time teacher

with expertise in the subject to support the teaching of skills, if the bid for funding by a group of small schools is successful. Whilst the subject is a main focus for development this year, the plans concentrate on ensuring coverage of the curriculum. There is not yet an effective system of assessing individual pupils' levels of skills and understanding and using this information to plan further work for them. Nor is the subject co-ordinated sufficiently well to ensure proper monitoring of teaching, planning or standards of work and the progress pupils make.

## MUSIC

121 Standards are generally above those expected by the time pupils leave the school and pupils' achievements are good. This judgement was made after a whole school singing lesson and junior recorder groups were seen. Pupils' written work was also analysed. It was not possible to make a judgement about standards by the end of Year 2.

122 The good quality of teaching of singing by a part-time specialist music teacher ensures pupils try hard and achieve well in those lessons. The quality of singing in assemblies, without the specialist teacher and often without any accompaniment, is more variable and at times barely tuneful. In the singing lessons, imaginative use of different styles of songs results in pupils learning about different musical elements such as the speed, volume and rhythmic quality of different music. They learn to change pitch while singing and recognise when it has changed. By Year 6, pupils sing with good expression and can alter their singing to portray different moods. They sing both in unison and in two parts, keeping their own parts well. The good pace of the singing lessons results in pupils learning the words to many songs. Pupils respond to the humour in some of the songs, such as the fish song, and so try hard with the words and join in enthusiastically with the choruses. By Year 6, pupils know a wide range of songs and sing them clearly. A weaker element of the teaching is that there is little emphasis on pupils evaluating and improving their performance.

123 Pupils' written work from last year shows that in music lessons they listen to a limited variety of music, such as by Bach, Ravel, Chopin and Copland. They respond to the music with words and pictures, showing good levels of appreciation. There is no evidence of pupils regularly listening to music from other cultures or from a wide variety of styles. Almost all the junior pupils read standard musical notation and learn to write it. By Year 6, pupils show a good level of knowledge and understanding of how sounds are made and use musical vocabulary such as *staves* and *pitch* correctly. They compose and perform their own music.

124 The school organises teaching of recorders in small groups for junior pupils, and two-thirds of junior pupils participate. A teacher, a parent and a volunteer currently take the groups. The quality of teaching is good, with many interesting activities and much praise, resulting in pupils concentrating hard and really enjoying the sessions. Pupils are encouraged to listen to the sounds they make and improve them. The groups have a high standard of performance, with the most advanced group playing quartets using bass, treble and descant recorders.

125 The curriculum is also enhanced well by good opportunities for pupils to perform to parents and the local community, with productions such as 'The sounds of music' and the Nativity, when pupils sing, play instruments and dance. The school has joined other schools to make a CD recording of their music. Visitors have included instrumentalists.

126 The last inspection reported standards of music above those expected and this has been maintained. The organisation of the teaching of music, however, has recently altered with staff changes, so the specialist now only teaches singing. At present, the subject is



neither clearly planned for within the infant and junior classes nor co-ordinated sufficiently well in order to cover all the programmes of study of the National Curriculum or maintain the standards pupils achieve.

## **PHYSICAL EDUCATION**

127 One physical education lesson was seen in the infants and one in the juniors, both focusing on dance. The standards achieved by the pupils in this aspect of physical education were broadly in line with those expected of their age groups. No lessons in gymnastics or games skills were seen, so judgements cannot be made about standards in these aspects. The junior class goes swimming every week. The school reports a good standard of swimming, with this year's Year 6 pupils all being able to swim at least 50 metres and several achieving much more.

128 By the end of Year 2, and by the end of Year 6, pupils show expected levels of control of their bodies when moving in different ways. Seven year olds stretch, curl, stride, jump and skip appropriately. They move with satisfactory imagination to music, making slow tired movements when portraying carrying a heavy basket and jerky movements when asked to be hens. They work sensibly in small groups, using the restricted space well when weaving in and out as though on buses. Eleven year olds work well in pairs. They plan and carry out a sequence of movements to different musical pieces, following instructions as to what kind of movements they should be. They pull and push levers, stand still in different positions and make rhythmical sweeping motions.

129 The quality of teaching in both infants and juniors is satisfactory. Teachers use tapes of radio broadcasts for the lessons, appropriately stopping the tape to go over a teaching point or give extra time to practise so that pupils are clear about what they are asked to do. A strength of the teaching is that teachers have very good relationships with pupils and manage them effectively, so that pupils are very well behaved in lessons; they stop instantly when asked and listen intently to the next instruction. A weaker element of the teaching is that though teachers demonstrate movements effectively and praise pupils who perform well, insufficient emphasis is given to asking pupils to evaluate their own and others' efforts and suggest how they could be improved.

130 The last inspection commented on the lack of suitable space to teach physical education and this continues to be the case. The school has no hall, the playground areas are restricted and the nearby village hall is small. Teachers try hard to make the best use of the very cramped space available; in the movement lessons the infants work in their classroom with the tables stacked up and the juniors use the small village hall. The restricted space adversely affects the quality of pupils' movements; they have to spend too much time ensuring they are not going to bump into someone else and this means they cannot put full physical effort into what they are doing.

131 The lack of space affects provision of the full range of activities of the physical education curriculum. The school tries to offset this and enhances pupils' learning by running a football club after school, on the village playing field, when the weather is suitable. This is well attended by both boys and girls of all ages. Various sporting activities such as 'kwick' cricket, table tennis and adventurous activities are organised through the year and pupils join with other small schools for sports activities. There is little co-ordination of the subject, however, with no one taking responsibility for monitoring teaching, planning or standards in order to achieve the highest standards possible.

## RELIGIOUS EDUCATION

132 By the age of eleven, pupils have a satisfactory knowledge and understanding of world faiths, with a clear focus on Christianity. Standards are in line with the expectations of the locally agreed syllabus, a judgement similar to that made in the last inspection report. There is insufficient evidence to be able to make a judgement on standards of seven year olds; no lessons were seen in the infants and insufficient written work was available.

133 By the end of the juniors, pupils develop a sound knowledge and understanding of religions and how important religion can be to people of different faiths. They show an awareness of the main tenets of faith of several religions. Pupils learn about different faiths' celebrations; for example, they understand something of the importance of the festivals of Ramadan to Muslims and Diwali to Hindus, as well as learning about the major Christian festivals. Pupils show a sound knowledge and understanding of Christian worship and are able to describe the architecture, furniture and artefacts to be found in churches. Pupils can recall several Bible stories and parables and know the meanings behind these. They show a good knowledge of the lives of Jesus and John the Baptist.

134 Judgement cannot be made on the quality of teaching in the infants as none was seen. The quality of teaching in the juniors is good. The teacher demonstrates good levels of knowledge of the subject. This ensures that explanations are to the point and the work is well focused on the concepts and knowledge the teacher wants pupils to learn, though these are not always made clear to pupils. The teacher's enthusiasm makes pupils interested in their work. They listen with respect to the teacher and to each other. Activities are carefully organised to be appropriate for all the different age groups. Teacher's questioning of pupils is good; it is carefully targeted at different pupils so all have an opportunity to contribute at an appropriate level.

135 In lessons, discussion forms a large part of the work that pupils do, supporting their speaking and listening skills well. There are some good opportunities for pupils to write at length in the juniors, which helps pupils practise and extend their writing skills, as is seen, for example, when they retell the story of Rama and Sita.

136 Assemblies contribute well to pupils' religious education. Stories and prayers are carefully chosen to illustrate the themes. The local vicar regularly takes assemblies, so pupils have an opportunity to build up an understanding of his role. Some opportunities are made for the leaders of other Christian churches to visit the school, though this has not been extended to giving pupils first hand experience of the leaders of other faiths. Pupils make regular visits to their local church, though they have not visited other faiths' places of worship to extend their understanding of both the similarities and the differences of different faiths. There is no one with a clearly defined responsibility to oversee and develop the curriculum.