

INSPECTION REPORT

HEAGE PRIMARY SCHOOL

Ripley

LEA area: Derbyshire

Unique reference number: 112773

Headteacher: Mrs K Murgatroyd

Reporting Inspector: Colin Smith
25211

Dates of inspection: 24th – 27th June 2002

Inspection number: 195923

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: School Lane
Heage
Ripley
Debyshire

Postcode: DE56 2AL

Telephone number: 01773 852188

Fax number: n/a

Appropriate authority: The Governing Body

Name of chair of governors: Mr Ian Wickham

Date of previous inspection: June 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25211	Colin Smith	Registered inspector	Mathematics Design and technology Music	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key issues for action
9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
18143	Bernice Magson	Team inspector	Science Information and communication technology Art and design	Leadership and management
23887	Peter Nettleship	Team inspector	English Religious education Physical education Equal opportunities	Quality and range of opportunities for learning
17685	Linda Spooner	Team inspector	The Foundation Stage Geography History Special educational needs	

The inspection contractor was:

Primary Associates Limited
Suite 13
West Lancashire Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is average in size and serves the needs of families who live in and around the village of Heage in Derbyshire. There are 217 pupils on roll; 110 boys and 107 girls, and pupil numbers are gradually rising. Seventeen pupils are eligible for free school meals (8 per cent), which is below average. Thirty-six pupils (17 per cent) have special educational needs. The figure is just below average and rising. Most of these pupils need help with learning and a small number have behaviour difficulties. Five pupils have statements. The movement of families into and out of the area is not significant. Almost all of the pupils are white and all are English speaking. When children enter school their attainment is broadly typical for their age.

HOW GOOD THE SCHOOL IS

This is an improving school, which provides a sound education for its pupils. Pupils achieve well in reading, writing and mathematics, in the infant classes, to reach above average standards by the age of 7. Junior pupils achieve steadily to reach the standards expected by the age of 11 in English, mathematics and science. Teaching is satisfactory overall and almost half is good. Pupils have good attitudes to learning and behave well. The headteacher, staff and governors provide sound leadership for the school. The school provides satisfactory value for money.

What the school does well

- Good teaching in the infant classes enables pupils to achieve well and reach above average standards in reading, writing, mathematics and religious education by the age of seven;
- Pupils have good attitudes to learning and behave well;
- Pupils with special educational needs are well provided for and they make good progress;
- The school maintains good relationships with parents;
- Pupils' safety and well being is paramount and they are well cared for;
- Pupils benefit from the many extra activities provided and, as a result, their spiritual, moral, social and cultural awareness is enhanced.

What could be improved

- Standards in religious education and history in the junior classes are not as high as they should be;
- Pupils' progress is assessed but the information could be used more effectively to plan the next learning steps;
- The headteacher is very hardworking and capable but her efficiency is reduced by taking on too many responsibilities;
- The quality of pupils' writing could be improved in junior classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvements since it was last inspected in June 1997. The headteacher, governors and local authority advisers have looked closely at the work of the school and identified areas requiring improvement. As a result, standards are now higher in the infant classes and are improving in junior classes, although not as quickly as in the infant classes. Teaching has improved and many of the weaknesses have been remedied. The teaching of information and communication technology (ICT), art and design and design and technology has improved considerably and standards in these subjects are now at the levels expected. Pupils with special educational needs now make good progress because the provision has improved. There are better procedures for assessing pupils' learning but more needs to be done to use the information gathered to provide challenging work for all pupils, particularly the more able ones. There is a strong collective drive to raise standards on the part of the headteacher, governors and staff and this helps the school to move forward.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	D	D	A	A	well above average A
mathematics	D	D	A	A	above average B
science	D	D	B	C	average C
					below average D
					well below average E

Children achieve steadily in the reception class and by the end of the year their communication, literacy and mathematical skills, their knowledge and understanding of the world and their personal, social, physical and creative development have all improved to reach the levels expected for their age. Through good teaching, pupils achieve well in the infant classes and by the age of seven reach standards that are above average in reading, writing, mathematics and religious education. They achieve steadily in all other subjects to reach the standards expected by the end of Year 2. Standards have been rising steadily in the infant classes and these improvements are continuing this year.

Results in the tests for 11-year-olds have fluctuated over recent years. This has happened partly because of the differences in pupils' ability, but largely because weak teaching, some years ago when the children were younger, caused them to underachieve. Extra support is gradually helping junior pupils to fill the gaps in their learning and pupils are now achieving steadily in all junior classes. The results in English and mathematics in 2001 were unusually high but none of the pupils had special educational needs. This year standards are broadly average in English, mathematics and science, but this still represents a rising trend overall, at least in line with national improvements. However, standards of junior pupils' writing are weaker than other aspects of English. There is scope to improve teaching in this area. Teachers set realistic targets. In 2001, very challenging targets of 94 per cent of pupils to reach the levels expected were set and achieved. In 2002 the targets are lower, around 75 per cent, but this is realistic in view of the particular group of pupils. Standards in science are broadly average throughout the school and pupils' skills of scientific enquiry are improving. Standards in ICT, art and design and design and technology have improved and are now at the expected levels. Pupils achieve steadily in geography, physical education and music to reach the levels expected at 11. Pupils who learn to play musical instruments achieve much higher standards. However, standards in history and religious education are not as high as they should be because teachers do not set sufficiently challenging work to move pupils' learning on.

Pupils with special educational needs are well supported and they make good progress. More able pupils make satisfactory progress overall but they could do better in some subjects if they were given more demanding work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils work hard and try their best in most lessons, although older pupils in Year 5 and 6 are not always ready to listen attentively.
Behaviour, in and out of	Good; pupils behave well in lessons and around school. They are

classrooms	generally polite and help each other.
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Personal development and relationships	Good; relationships throughout the school are harmonious. Pupils respond well to opportunities to work together and learn for themselves
Attendance	Good; pupils enjoy school, are punctual and attendance is good.

New opportunities for pupils to take responsibility and show initiative, in projects such as the school council, are important factors in the improvements in pupils' attitudes and behaviour.

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall and the teaching in almost half of the lessons observed during the inspection was good. Teachers plan their lessons carefully and manage pupils' learning and behaviour effectively in most lessons. Marking of pupils' work is thorough but often does not include pointers to help pupils to improve. In the reception class, a good range of activities is provided. In this class, teachers and support staff work well together and reading and number skills are taught well. However, pupils' learning is not assessed well enough to challenge the more able children and there are not enough opportunities for children to explore and learn for themselves. Teaching in Years 1 and 2 is good in most subjects, including English and mathematics. In these classes, word building, counting and reasoning skills are taught very well. This provides a solid foundation on which pupils can build later. Lessons are made interesting by providing pupils with valuable first hand experiences and matching the work very closely to their different learning needs.

Teaching in Years 3 to 6 is satisfactory, including the teaching of English and mathematics. The skills of spelling, punctuation and methods of number calculation are taught well. However, the skills of writing are often taught in isolation and are not transferred into pupils' general written work. Pupils are given problems to solve in mathematics but are not always taught how to approach the problem systematically. Investigation skills in science are taught well in most classes. Junior teachers explain new ideas effectively and use questioning well to make pupils think and to probe their understanding. Teachers make good use of resources, such as computers and white boards, to help pupils to understand. However, teachers sometimes talk for too long and do not always expect enough of their pupils. For example, they ask pupils to complete worksheets which are not challenging or interesting. As a result, some lessons lack a sense of urgency and the learning of more able pupils is not always sufficiently extended.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; teachers are given good guidance on what to teach but not enough advice on how to teach the different subjects well. This sometimes results in pupils being given tedious tasks, such as copying out passages.
Provision for pupils with special educational needs	Good; carefully designed programmes and effective learning support are provided to enable these pupils to make good progress.
Provision for pupils' personal, including spiritual,	Good in all aspects; the many additional activities such as concerts, educational visits and out of school activities, broaden pupils'

moral, social and cultural development	understanding and appreciation of beauty, cultural diversity, teamwork, fairness and justice very effectively. The school is successful in promoting racial harmony.
How well the school cares for its pupils	Satisfactory; pupils are very well cared for and their progress and personal development are monitored carefully. However, more could be achieved if the information was used better to decide what pupils do next.

The school is popular and maintains good relationships with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher is a good leader who has turned the school around. However, she carries too many responsibilities and not enough tasks are delegated to other members of staff. This results in some weaknesses, such as standards in history not receiving enough attention.
How well the governors fulfil their responsibilities	Satisfactory; governors are keen to be involved, knowledgeable about the school and play an important part in moving the school on. However, they need to give more thought to roles and responsibilities of all members of staff.
The school's evaluation of its performance	Good; assessment results are carefully analysed and in the main, subjects, teaching and learning are adequately checked. This has led to an improvement in standards.
The strategic use of resources	Good; the school seeks best value by comparing results with other schools, acting upon advice from the local authority and constantly striving to improve. These factors influence future planning and ensure efficient use of resources and grants.

There are sufficient qualified and experienced teachers, accommodation is satisfactory and resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Children like school, are well behaved and make good progress; Parents find the staff helpful and easy to talk to; Parents appreciate the leadership of the school and the teaching; The school is successful in helping children to act responsibly and to care for others. 	<ul style="list-style-type: none"> Information about their children's progress; The amount of homework; The range of extra curricular activities.

The inspection team largely agrees with the parents' positive views, although inspectors judge that teaching is sound rather than good and pupils make steady progress overall. Parents, concerns about the information they receive largely centre on the timing of parents' evenings and the school has already planned to make changes. Some parents would like more homework for their children. However, the inspection team regards the provision of homework as satisfactory. The amount provided is not very

different from that given in most primary schools. The school offers a good range of out of school activities, although most are provided for the older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Two new teachers were appointed to infant classes two to three years ago and results started to improve quickly. By 2001, results in reading and writing had risen to above average levels, with mathematics following behind. The national tests for 2002 have just been completed and although the results have not yet been compared to schools nationally, it is clear that the improvements have continued. The current Year 2 pupils are achieving above average standards in reading, writing and mathematics. Consistently good planning of lessons and effective teaching, guided by careful monitoring and analysis of what pupils find easy and struggle with, have played an important part in enabling them to achieve well.
2. Standards in the junior classes have followed the upward national trend overall but have fluctuated considerably over recent years. Standards by the age of 11 are average this year in English, mathematics and science and are not as high as they were in 2001. Weak teaching in the past resulted in many gaps in pupils' learning, particularly in reading, writing and mathematics. Teachers know that there is some catching up to do. Specific year groups are targeted for extra help and the headteacher works intensively with more able pupils in Years 5 and 6. These strategies are proving successful in raising standards. More is now known about pupils' attainment than at the time of the last inspection and enough data is collected to enable teachers to set realistic and challenging targets. For example, ambitious targets of around 90 per cent of pupils to reach the levels expected in English and mathematics in 2001 were set and achieved. These targets have been adjusted to around 75 per cent this year and evidence from the completed, but not yet moderated, assessments indicate that these targets are accurate. Teaching in the junior classes is broadly satisfactory, with some good teaching in all classes, and pupils are now achieving steadily.
3. Pupils achieve well in all aspects of English in the infant classes and they achieve steadily in the junior classes. By the age of seven, pupils have learned to listen carefully to teachers' instructions and explain their ideas with confidence and fluency. Pupils' speaking and listening skills progress steadily in the junior classes and by the age of 11, most become articulate speakers. However, older pupils are not always willing to listen to ideas expressed by their classmates and a small number of them speak out of turn. This slows their learning. Standards in reading are good throughout the school. In the infant classes, pupils achieve well in acquiring the skills to blend letters to work out unfamiliar words and to read with understanding and expression. The good achievement continues in the junior classes and by the age of 11, pupils read fluently, independently and critically. Infant pupils achieve well in writing to reach good standards by the age of seven. They have the skills to express their ideas clearly and sufficient knowledge of full stops, capital letters and questioning marks to organise their ideas logically. Junior pupils' progress in writing is satisfactory but slower than in the infant classes. This is because too much emphasis is placed on accuracy, including the skills of spelling, punctuation and grammar, and not enough attention is paid to the content or the style of writing. In particular, pupils are not always encouraged to reflect on the quality of their writing and on redrafting their first attempts to give the writing better shape and flow. As a result, pupils find writing a chore and their work is often fragmented.

4. Pupils achieve well in almost all aspects of mathematics in the infant classes. They respond well to teachers' encouragement to work out answers mentally and many are able to devise their own number sentences, such as $13 + 7 = 20$. Pupils in Year 1 are achieving particularly well in response to some excellent teaching and, as a result, they are already achieving standards more typical of pupils a year-older. By the age of seven, pupils are confident in handling numbers but they do not present their work carefully enough. Numbers are not always placed in straight rows or columns and this can lead to inaccuracies in calculation. Pupils achieve steadily in mathematics in the junior classes although they make good progress in Year 5. All aspects of mathematics are covered well, particularly the skills of adding, subtracting, multiplying and dividing. Pupils are given adequate opportunities to use the skills they have acquired to solve mathematical problems. However, they are not systematically shown how to tackle problems logically and separate out the different operations required. This means that by the age of 11, their ability to solve mathematical problems, although satisfactory, is not as good as their ability to calculate. More able pupils could make quicker progress if they did not have to complete the same work as their classmates before moving on to the more challenging tasks.
5. Throughout the school, pupils achieve steadily in most aspects of science to reach the standards expected at ages seven and 11. Teachers have worked hard to improve their teaching of the skills of scientific enquiry and this is an improvement since the last inspection. As a result, pupils now achieve well in planning and carrying out scientific investigations. By the age of seven, through good practical work, pupils are able to classify different materials and conduct simple experiments to test their predictions, for example, of whether different materials are absorbent. However, only the more able pupils are at the stage of collating the results themselves to draw the correct conclusions. Pupils make rapid progress in Year 3 in learning to plan their own fair tests and record their work systematically. Their practical skills continue to develop steadily in Years 4, 5 and 6, but the quality of recording their findings does not improve enough and some pupils struggle with technical vocabulary.
6. ICT has improved significantly since the last inspection and standards are now at the levels expected at the ages of seven and 11. Teachers have benefited from training in the teaching of ICT. This has helped pupils to gain confidence in opening programmes, editing and saving their work and producing presentations involving the use of text and graphics.
7. Pupils achieve well in religious education in the infant classes because of effective teaching and the provision of good quality, first hand learning experiences. As a result, infant pupils attain standards higher than expected in Derbyshire schools by the age of seven. However, the good achievement does not continue in the junior classes. Pupils' work in their religious education and history books indicates a lack of challenge in the tasks provided. Talking with pupils reveals many uncertainties about the work that they have covered in the past. In these two subjects, pupils' progress in junior classes is slow and standards are not as high as they should be by the age of 11.
8. Pupils achieve steadily to reach the standards expected at ages seven and 11 in art and design and design and technology. These were issues to improve after the last inspection and the school has responded well. Pupils continue to achieve steadily in geography and physical education to reach the standards expected at ages 7 and 11. Most pupils achieve steadily in music but many make good progress in composing and in learning to play musical instruments.

9. Pupils with special educational needs are well provided for. Their learning needs are very clearly identified and they benefit from good levels of adult support. These factors help them to make good progress. More able pupils make satisfactory progress overall but it could be better if they were encouraged to tackle more demanding work without having to complete simpler work first. There have been differences in attainment between boys and girls over recent years but the patterns vary and are more related to differences in each year group rather than the way they are taught. The school has only just begun to consider provision for its able and gifted pupils. Those with a talent for music are encouraged to take advantage of instrumental tuition and many are achieving well in this area.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to learning and their behaviour are good. Relationships between pupils and between adults and pupils are harmonious and have a positive effect on pupils' personal development. This is an improvement since the last inspection.
11. When children start in the reception class, they settle quickly into the daily routines and play happily together. They take part in a wide range of activities, develop appropriate levels of concentration and are becoming increasingly confident. During a music lesson, for example, children clearly had their imaginations fired by the imagery created by the music as they clapped and sang enthusiastically. They move about the school and playground confidently and relate well to older pupils.
12. Pupils co-operate well as they work in groups and this has a positive impact on learning in all classes. For example, in a physical education lesson for pupils in Years 3 and 4, they accepted the challenge of exploring and creating their own athletic activities. Their willingness to work together as a team showed a good level of independence in learning and they made good progress without the help of the teacher. Pupils' positive attitudes to learning are reinforced by parents' views that their children like school. Sheer excitement and enjoyment of learning was seen in a Year 1 science lesson, when pupils investigated a range of materials for their magnetic or non-magnetic properties. In a lively, purposeful working atmosphere, they assembled their findings and shared them with others. Pupils with special educational needs are well supported by adults and have good attitudes to their work.
13. The behaviour of most pupils in and around the school is good. However, a small number of pupils in upper junior classes are not willing to listen, particularly to other pupils' ideas, and they sometimes interrupt the flow of lessons by chattering. Most pupils move around the school quietly and with the minimum of fuss, holding doors open for adults and other pupils. During playtimes and lunchtimes, pupils are also well behaved with no evidence of harassment or bullying observed during the inspection. This good behaviour is a reflection of the social and moral teaching in school and is exemplified in the way that pupils arrive at school, greeting each other in a friendly and supportive way. From their early days in school, children learn to work and play well together and most conform well to the school's high expectations of behaviour. There has been one fixed-period exclusion in the last year reflecting the school's determination to maintain an orderly school environment. The school also takes a keen and successful anti-bullying stance and pupils confirm that any instances are dealt with well.
14. The personal development of pupils is good. When given the opportunity, pupils carry out responsibilities well. For example, the school council compiled a questionnaire to find out how well Year 6 pupils felt they had coped with their recent tests. They

analysed the results and these will be used to help the next Year 6 pupils. Pupils compete well in sporting competitions and Year 6 pupils enjoy a residential experience. The good range of extra-curricular activities is well supported and pupils enjoy participating in them. There has been an improvement since the last inspection in opportunities for independent learning as seen in a number of lessons. Pupils grow in self-esteem as they progress through school due mainly to the good relationships they have with teachers and other adults and to the way they respect each other. The school lives up to its aim of 'developing initiative, confidence and responsibility' in its pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Teaching and learning are satisfactory overall and there have been significant improvements since the last inspection. Almost half of the teaching is good and only a very small amount of teaching is unsatisfactory. At the time of the last inspection, one quarter of the teaching was not good enough. The improvements are attributable to changes of staff, good planning of lessons and extensive monitoring of teaching by the headteacher and some subject leaders. Teachers are more aware of their own strengths and weaknesses than was the case in the past and, as a result, pupils' learning is more effective and standards are rising. Teachers now use a much wider range of teaching methods, such as group work and the use of computers. There is a better balance between teachers explaining and pupils finding out for themselves. However, there is scope to improve teaching further in reception and in junior classes by providing clearer guidance on what constitutes a good lesson and by encouraging teachers to share ideas and plan more closely together. Such guidance is required in religious education and history in junior classes as a matter of urgency. In these subjects pupils are often asked to copy out passages or complete worksheets. These are time filling tasks and do little to stimulate pupils' interests or deepen their understanding. In these subjects teachers do not expect enough of the pupils and, as a result, standards are lower than they should be by the age of 11.
16. Motivating pupils to learn and managing their behaviour were weaknesses identified at the time of the last inspection. These former weaknesses have now been largely remedied. Teachers and pupils enjoy good relationships throughout the school. Discipline is effective and lessons begin promptly, with few interruptions. A positive learning atmosphere is ensured in almost all lessons in which pupils can concentrate and give of their best. In the reception, infant and lower junior classes, pupils are very keen to learn. In these classes, teachers ensure that pupils listen to instructions carefully and carry out their tasks purposefully. This does not always happen in Years 5 and 6 where pupils are not always made to feel accountable. In these classes, although pupils' work in their books shows that they have made a sustained effort over the year, they are not always quick to settle to work and on occasions, need reminders to listen when other pupils offer their ideas. This means that learning in whole class discussions is not always as effective as it could be.
17. Teaching in the reception class is mainly satisfactory but there is a fair proportion of good teaching. Children are particularly well managed through well-established daily routines. Activities are carefully selected and well-organised to raise children's interest in their work and reception teachers and support staff work well together to ensure that all children receive the attention they need. The teaching of reading and handling numbers is consistently good. This gives children a positive start in literacy and numeracy. However, children's different learning needs are not always considered when activities are planned. As a result, they are sometimes given work which is too easy or too difficult and this holds back their learning. In addition,

although a rich diet of learning experiences are provided, children do not have enough opportunities to explore and learn for themselves and this limits the extent to which children develop independence in learning.

18. The teaching of reading and mathematics skills is particularly good in the infant classes. In Years 1 and 2, pupils are carefully taught to use their letter blending skills to work out the meaning of unknown words. In mathematics, pupils are encouraged to work out answers in their heads and explain how they have arrived at the answer. These strategies are particularly effective in developing pupils' reasoning skills and improve their speaking and listening. Reading is taught well throughout the school and pupils from an early age become proficient in reading for understanding. Many basic exercises are used in junior classes to help pupils to understand the rules of spelling, punctuation and grammar. However, these skills are not transferred into pupils' everyday written work because they do not have enough opportunities to express their own ideas and refine the quality of their writing. In mathematics, in junior classes, teachers make a good job of teaching pupils various methods to add, subtract, multiply and divide numbers. However, in the mental mathematics sessions, at the beginning of lessons, teachers do not place enough emphasis on the speed of the calculation. Consequently, pupils are not as mentally sharp as they could be.
19. Teachers have sound knowledge and understanding of the subjects they teach and expertise is generally good in infant classes. Teachers' subject knowledge is good in science, ICT and music and this is reflected in the quality of the activities provided. All teachers are effective communicators and explain new ideas clearly. In most subjects, they look for opportunities to make lessons interesting by providing demonstrations and using the resources imaginatively. For example in music lessons, teachers encourage those who play musical instruments to use them when composing their own pieces. This helps other pupils to learn more about music. Teachers use questions particularly well to make pupils think and to probe their understanding. In mathematics, for example, teachers frequently ask pupils to invent a question to provide a given answer. This encourages pupils to think through the problem rather than just offer the first idea that comes into their heads.
20. Teachers and support staff work well together. Support staff often focus on pupils with special educational needs. This is done sensitively and determined efforts are made integrate these pupils with others, who need some help. This not only improves pupils' social skills but is also an efficient means of providing just the right amount of support. Pupils with statements of special needs are very well supported throughout the school day and they are never left to struggle on their own. The work provided is adapted well to meet their specific needs and through good support and much reassurance, they achieve well. Increasing attention is being given to more able children. Their needs are also considered when lessons are planned. However, on too many occasions, they have to complete the work provided for the rest of the class before they can progress on to more challenging examples. This is particularly true in mathematics and to a lesser extent in subjects such as history and geography. This system of extension work, rather than giving them immediate access to higher levels of learning, is not in their best interests.
21. There are minor weaknesses in the pace and timing of lessons and in the marking of pupils' work. Occasionally, as at the time of the last inspection, teachers talk for too long and push pupils to the limit of their concentration. On other occasions the instructions given for the task ahead are not always checked on to ensure that pupils understand what they are expected to learn. When either happens pupils are not as well prepared for the follow up work as they should be and they are not able to

consolidate and reinforce their learning. In general, teachers mark pupils' work thoroughly and conscientiously. Praise is given when it is deserved, but pointers for improvement are not always included when pupils receive their work back. In English, not enough attention is given to the content and the style of pupils' writing, although accuracy is marked thoroughly. These weaknesses result in pupils' uncertainty about what they are expected to learn or how they can improve their work. Homework is provided and it makes a useful contribution to pupils' learning, although not all pupils complete it.

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

22. The curriculum is satisfactory and meets all statutory requirements. Infant pupils benefit from a good curriculum, which is enriched through the provision of imaginative first hand learning experiences. Infant teachers share ideas and know about each other's work. This ensures that pupils learn smoothly from one class to the next. The curriculum in the junior classes is satisfactory but is not as stimulating. For example, infant pupils have many good opportunities to observe, discuss and express their own ideas. Junior pupils are not provided with as many meaningful learning experiences. In history and religious education, for example, pupils are sometimes given passages to copy or worksheets to complete. These experiences are not as relevant or interesting and pupils have more difficulty in recalling what they learned. However, the school has made good response to the recommendations made at the time of the last inspection and the provision for ICT, art and design, and design and technology has improved.
23. The curriculum provided for children in the Foundation Stage is satisfactory. Reception children benefit from a wide variety of interesting activities and their learning of basic number, letter and word skills is regarded as a priority. However, the needs of the more able learners are not fully considered and children do not have enough opportunities to explore and find out for themselves.
24. Strategies for teaching literacy and numeracy have been suitably implemented. Pupils benefit from a rigorously planned reading curriculum and English and mathematics skills receive much attention. However, pupils do not have enough opportunities to reflect on and improve their writing or develop a logical approach to solving mathematical problems in junior classes. In all other subjects, nationally recommended programmes of work are followed. These guide teachers well on what should be taught. However, very little guidance is provided on how to teach the subjects well. Consequently, the quality of the learning is better in some classes than others. Some good links are made across subjects, for example, in using computers to improve skills in mathematics. However, skills taught in English are not developed enough in other subjects; in particular pupils are not encouraged to write their own accounts in subjects such as history and religious education.
25. Good provision is made for pupils with special educational needs and the school takes good account of the revised Code of Practice. Detailed individual education plans are provided for these pupils, with clear targets to aim for and these are backed up by good levels of learning support. However, the provision for more able pupils, although satisfactory, is not as effective. In mathematics, for example, their learning is held back when they are not given immediate access to sufficiently challenging work.
26. The provision for personal, social and health education (PSHE) is good. The arrangements for sex education and teaching pupils about the dangers of the misuse

of drugs are well established and guided by good policies. The strong links with the community play an important part in helping pupils to understand citizenship. Teachers offer a good range of activities outside lesson time, including sporting and artistic clubs as well as one for gardening. These clubs are well attended and the activities are often extended into the daily life of the school. For example, pupils who attend the gardening club take responsibility for looking after plants around the school.

27. Very good links exist between the school and the community, including local churches and businesses that broaden the horizons of staff and pupils. Relationships with other schools and colleges are also of a high order. Of particular value is the partnership that has been established with Swanwick Hall Technology College. This has helped to raise standards in science, ICT, mathematics, design and technology and drama. Good Internet links have also given older, more able pupils the opportunity to work on challenges via computer links. However, links are not as well established with the pre-school nurseries and playgroups that send their children to the school.
28. The provision for pupils' spiritual, moral, social and cultural development is good and an improvement since the last inspection. Provision for spiritual development is good. The school successfully provides opportunities for personal prayer and reflection, for example in the school worship. Collective worship is thoughtfully and effectively planned. Weekly assemblies are carefully linked to a series of topics such as friendship and caring for others. Opportunities are provided for quiet reflection on the main messages of the assemblies. There are valuable opportunities within lessons for pupils to reflect on the deeper meaning of spirituality; for example when pupils consider the emotions and feelings of people who are bereaved. Very effective use is made of the beautiful school surroundings. For example, reception children investigated the different colours and shapes of leaves and plants during a walk in the school grounds and shouted with delight as they used magnifying glasses to identify and categorise small creatures.
29. Provision for social and moral education is good. This confirms the views of parents who believe that the school helps their children to become mature and responsible. There is a well understood, whole school approach to behaviour management and a unity of purpose in everything the school stands for. Class rules are negotiated and displayed in many classrooms. Effective incentive rewards are in place and success is recognised and celebrated in assemblies. Pupils are provided with opportunities to help others, for example, in helping younger children in the playground, or befriending anyone who is feeling lonely or left out. They devised games and activities for a pupil in a wheelchair to enable him to be fully included in all aspects of school life. Pupils are encouraged to have a social conscience and regularly support charities. The skills and knowledge gained in personal and social education lessons are raising their awareness of what it is to be a good citizen.

30. The provision for cultural development is good and this reflects an improvement since the last inspection. Music plays an important part in the good provision for cultural development and pupils enjoy composing and playing instruments. There are displays of artwork which highlight pupils' cultural development as seen in their interpretations of the paintings of Monet. The curriculum ensures that older pupils come into contact with different faiths and they are encouraged to share these experiences with younger ones. However, more could be done to deepen their understanding. Visits to museums and other places of interest make pupils aware of their own culture and their role in it and the residential experience for Year 6 pupils prepares them well for life beyond school.

HOW WELL DOES THE SCHOOL CARES FOR ITS PUPILS?

31. Procedures for child protection and for ensuring pupils' welfare are good. The designated teacher liaises well with external support agencies and shares her expertise with others during staff meetings. Almost all members of staff have been trained to deal with emergency first aid. Adults working in school are alert to the medical needs of pupils in their care. The health and safety policy ensures a safe working atmosphere and risk assessments take place termly. The site manager is vigilant on a daily basis and ensures that the site is clean and free from debris. There have been good improvements in the school's health and safety procedures since the last inspection.
32. The school's procedures for monitoring and promoting good behaviour are effective and their success can be seen in the good behaviour of most pupils. The school has been concerned to involve pupils in developing their own rules of conduct and this has successfully fostered a good atmosphere in most lessons. Unacceptable behaviour is dealt with appropriately and good behaviour is rewarded. There are special assemblies when pupils celebrate each other's achievements. The anti-bullying policy provides a framework for staff and pupils to follow and there are only a few occasions when it is necessary to implement it. Year 6 pupils confirm that any instances of unkind behaviour would be dealt with well by the school.
33. The school monitors attendance well and follows up any unexplained absences quickly. The success of the procedures can be seen in the good attendance of pupils and the low amount of unauthorised absence. Punctuality is monitored well and records kept of persistent latecomers. A computerised registration system enables monitoring to be done efficiently. Teachers ensure that registration periods are calm and orderly and that lessons get off to a prompt start.
34. The school provides a good range of experiences which help pupils to mature into responsible and caring individuals. These include visits to museums and other places of interest and the residential experience for Year 6 pupils. There are many opportunities for pupils to discuss their thoughts and feelings with each other. This work is done through PSHE, assemblies and class discussions. For example, Years 3 and 4 worked hard during a PSHE lesson in an attempt to find solutions to a range of problems connected with personal safety. This raised their awareness of wider issues as well as helping them to become informed citizens. Pupils are cared for well within the 'family' of Heage Primary School.
35. Several improvements have been made to the procedures for assessing pupils' learning since the last inspection but teachers still do not make enough use of the information gathered when planning what different groups of pupils need to learn next. Useful assessments are made of children's knowledge and understanding when they

enter the reception class. However, children's progress in all six areas of learning is not sufficiently assessed and used to determine children's different starting points as the year unfolds. In infant and junior classes, pupils' learning is carefully assessed and analysed at the end of Years 2, 4 and 6 in English, mathematics and science. Teachers devise their own assessments of pupils' learning in other year groups but because these are not based on standardised tests, the information is not always reliable. Suitable assessments are made at the end of units of work, for example in science, to find out how much pupils have learned. Teachers keep records of pupils' attainment in all subjects. From this information, end of year records are passed on to the next teacher.

36. The use of assessment to guide teachers in planning the next learning steps has improved but is not good enough yet. To the school's credit, the results of assessments are analysed for different groups of pupils to identify the rate of progress they make over time. As a result, the school has identified higher ability pupils for additional support this year. In addition, governors are kept well informed of strengths and weaknesses identified in the results of the annual statutory tests. Where assessment is used well by individual teachers to inform planning, as in Year 1, pupils' rate of learning accelerates. However, this good practice is not a consistent part of lesson planning in other year groups. Assessment is not used effectively in some classes to provide a precise evaluation of strengths and weaknesses in pupils' learning. As a result, the work provided is not always matched to pupils' different learning needs. Targets are set for individual pupils but are not sufficiently shared with them to enable them to know what they need to do to improve. The achievement of pupils with special educational needs is carefully monitored and this information is used well to set new learning targets as part of their individual learning plans.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents view the school as a good school in which their children are expected to work hard. They feel that the school promotes the attitudes and values that parents would expect and develops an understanding of moral issues. Parents are impressed with the air of calm and quiet in the school and believe that children are helped to become mature and responsible. Some parents are not happy with the amount of information they receive or the amount of work that children are expected to do at home. Inspection findings are that the quality and range of information which parents receive is satisfactory but the timing of the parents' evenings leaves too large a gap between the one held in the autumn term and the final one in the summer term. The amount of homework provided is satisfactory overall.
38. The information provided for parents is clear and accessible. The prospectus is easy to read and includes useful information such as how to make contact with the school. Annual reports on pupils' progress are satisfactory. They give information on what pupils know in subjects and basic information on what they need to do to improve. There is however, a lack of consistency in the way that teachers report on design and technology and ICT. Teachers send a newsletter each term, which informs parents of what children are expected to learn and the headteacher sends out a regular newsletter giving information about events in the school and the local community. Teachers make time available for parents whenever the need arises. The school holds meetings about new initiatives like the proposed 'Read On, Write Away' project, which is due to start in September. Children in the infant classes take home a reading diary and this is proving to be an effective way for parents to communicate with the school. All pupils are allowed to take home their schoolbooks so that parents can monitor their on going progress.

39. Parental involvement in the life of the school and the impact it has on their children's learning is good. This begins with an induction meeting for parents and this is the foundation of a home/school partnership. This association continues throughout the child's school life. Those parents who spoke with the inspectors felt comfortable in approaching the school if they had a concern. Most feel valued as partners in their children's learning. Fifteen parents help in school on a regular basis and more can be called upon to help on special occasions. For example, parents act as 'spotters' during swimming lessons. The school hosts a parent and toddler group each week and there are close links with the out-of-school childcare provision housed in the main hall. Parents are invited to assemblies and to view their children's work following the assembly. A small group of parents worked with adult education to create story sacks for parents to use.
40. The Parents' Association is a small but dedicated band of parents who work hard to raise funds for the school. For example, they have recently re-furbished and stocked the library. A parent provided a new football strip for pupils and another parent a new notice board. There are four parent governors on the school's governing body who are very active on behalf of all children. The school invites parents to the review meetings of their children with special educational needs as they wish to include them fully in setting targets for children. Parents spoken to during the inspection confirm that there is a real community spirit in the school and the effectiveness of the school's links with parents is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management of the school are satisfactory and improving due to the hard work and dedication of the headteacher. She has a clear vision for the development of the school and, under her positive leadership, staff and governors share a common purpose and a strong commitment to further improvement. The headteacher has guided the school very effectively through a difficult time, during which extensive changes have been made to staffing, teaching and in monitoring the work of the school. Some difficult decisions have been made to improve the school and governors have played a full part in the process. However, the delegation of responsibilities places too great a workload on the headteacher and impairs the effectiveness of current management.
42. Since the last inspection, the headteacher has introduced an impressive range of ways of finding out about the school's work. These include observing lessons, analysing assessment results, checking teachers' planning and, more recently, examining pupils' work. The information gathered has been acted upon to improve teaching and raise standards in several subjects. Subject leaders play an important part in the process and the information they gather is passed on to governors and staff through regular, robust reports. However, the system is not as successful as it could be for two reasons. Firstly, the delegation of duties is uneven. Although the deputy headteacher shares in the overall management of the school, she has few specific leadership and management responsibilities of her own. This places a very heavy burden on the headteacher. Although she carries this unstintingly, some tasks, such as evaluating pupils' written work, do not receive enough attention and some weaknesses in teaching and pupils' learning go unnoticed. Secondly, although much good work has been done to guide teachers in knowing exactly what they are expected to teach, there is little to help them to know how to teach each subject well. It is, therefore, more difficult to make improvements when teachers have not shared and documented what represents good practice. Some subject leaders have

identified this as a weakness within their subject and are eager to provide a more cohesive approach in order to raise standards. For example, the subject leader for ICT recognises that the delivery of this specialist subject is a management issue for all staff and is preparing advice to ensure best methods are applied.

43. Governors play a satisfactory role in developing the work of the school, although they have not yet carried out a much-needed review of roles and responsibilities. They take a keen interest in their individual responsibilities and work alongside staff effectively to promote the development of various subjects in order to raise standards. The work of the curriculum committee is good. For example, the members have discussed the standards pupils achieve in national tests and advised the governing body to make funding available to provide additional staff to support pupils who find learning difficult.
44. Financial planning, control and management are good. Governors are very conscious of the need to spend money wisely and ensure that the greatest benefit is achieved from the funds available. After a prolonged period of very limited funding, a large budget surplus had built up over the last two years. However, the underspend is not a true figure because it includes funding for developments that have already taken place but have yet to be paid for, such as building improvements. In fact, the current budget surplus is less than two per cent. Governors are now more proficient at analysing spending to ensure that funds have been used well as they work to raise standards. The school improvement plan is a good document that helps staff and governors to know what to concentrate on to take the necessary steps to make improvements. For example, the steps needed to raise standards in ICT are clearly explained and have been followed. The school benefits from efficient administration, which ensures smooth and unobtrusive day-to-day running of the school. The minor recommendations of the most recent audit report have been fully addressed.
45. The provision for pupils with special educational needs is managed well. The co-ordinator has a good knowledge of each child and a good overview of what is happening in each class. As a result, pupils' needs are identified correctly and effective steps are taken to increase their learning. There is no gifted and talented register but a policy is in place.
46. The school has introduced targets for each teacher to aim for. The performance management process is developing well and providing new opportunities to promote school improvement. Individual targets for pupil progress are linked to the school's overall performance and this is helping to bring about a common purpose. All staff are enthusiastic about further training and there is some sharing of expertise, particularly in infant classes. The school's success in achieving 'Investors in People' status has also ensured that a rigorous system of checking the quality of teaching and pupils' learning has been established. This has improved teaching and is helping to raise standards.
47. Accommodation is satisfactory. With the administration block, hall and classrooms spread between three buildings, communication is not easy and there are difficulties in sharing resources. For example, it takes a long time to bring all of the pupils together for a school assembly. Staff are aware of these difficulties and work hard to maintain sensible arrangements for the movement of pupils. Resources for most subjects are satisfactory. Many are class-based and require duplication to overcome the accommodation difficulties.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. To continue the improvements made, the headteacher, governors and staff should now:

a) raise standards in history and religious education in the junior classes by:

- raising teachers' expectations of what pupils are capable of achieving;
- ensuring that teachers are provided with clear guidance on how to teach the subjects well;
- increasing pupils' interest levels by providing more first hand learning experiences;
- teachers using a much wider variety of methods of recording pupils' findings and ideas, rather than relying on pupils copying passages and filling in worksheets;
- ensuring that standards, teaching and learning are carefully monitored.

(paragraphs 7, 15, 22, 90, 93, 106, 107 and 108)

b) build on the improvements already made in the assessment of pupils' learning by:

- introducing standardised assessments at the end of Year 1, 3 and 5 to ensure that the tracking of pupils' progress is accurate;
- assessing children's progress as they progress through the stages in all areas of learning in the reception class;
- using the results of assessment to plan the next learning steps, in particular to increase the rate of progress of the more able pupils;
- converting the assessment results into individual targets to enable pupils to know what they need to do to improve and reminding them of this when marking their written work.

(paragraphs 4, 9, 17, 20, 21, 35, 36, 52, 62 and 73)

c) improve the efficiency of school management by:

- distributing the workload amongst all members of staff to ensure that all subjects are purposefully led and managed;
- clarifying what constitutes good teaching of each subject to provide teachers and subject leaders with criteria on which to base their judgements of the quality of teaching and learning.

(paragraphs 41, 42, 62, 71, 92 and 106)

d) improve pupils' writing in junior classes by:

- providing more opportunities for pupils to express their own ideas in English and in other subjects.
- encouraging pupils to revise, redraft and refine their writing.
- displaying good writing as an incentive and an example to others.
- marking pupils' more helpfully to show them how to improve the content and style of their writing.

(paragraphs 3, 24, 65 and 68)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	1	22	26	1	0	0
Percentage	2	2	43	51	2	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		217
Number of full-time pupils known to be eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		5
Number of pupils on the school's special educational needs register		36

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	13
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	20
	Girls	16	16	16
	Total	34	36	36
Percentage of pupils at NC level 2 or above	School	87 (85)	92 (77)	92 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	16
	Girls	16	16	15
	Total	35	36	31
Percentage of pupils at NC level 2 or above	School	90 (88)	92 (77)	79 (81)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	11	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	5	4	5
	Total	16	15	16
Percentage of pupils at NC level 4 or above	School	94 (68)	88 (68)	94 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	11
	Girls	5	5	6
	Total	16	16	17
Percentage of pupils at NC level 4 or above	School	94 (72)	94 (68)	100 (80)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	24.1
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	8.0
Total aggregate hours worked per week	124

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	1	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.

Financial information

Financial year	2001
	£
Total income	449,236
Total expenditure	431,354
Expenditure per pupil	2,045
Balance brought forward from previous year	41,102
Balance carried forward to next year	58,984

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	26	5	2	0
My child is making good progress in school.	49	44	3	1	2
Behaviour in the school is good.	51	42	4	0	3
My child gets the right amount of work to do at home.	34	48	12	3	3
The teaching is good.	57	33	4	0	6
I am kept well informed about how my child is getting on.	32	35	27	4	2
I would feel comfortable about approaching the school with questions or a problem.	67	25	6	1	1
The school expects my child to work hard and achieve his or her best.	59	40	0	0	1
The school works closely with parents.	37	43	13	4	3
The school is well led and managed.	63	22	6	1	8
The school is helping my child become mature and responsible.	57	35	6	0	1
The school provides an interesting range of activities outside lessons.	29	43	14	3	11

Percentages are rounded to the nearest integer and may not total 100.

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

49. Provision for children in the reception class is satisfactory and standards have been maintained since the previous inspection. The quality of teaching is mainly satisfactory with good teaching of reading and writing. Teachers and support staff work effectively as a team to promote children's learning. Thirty-three children attend the reception class on a full time basis, with two teachers working together with them. Children are admitted to the reception class in September and January. Good links are established between the school and parents. As a result, children quickly settle to classroom routines.
50. Assessments made when children start school indicate that their attainment is broadly typical for their age, although a wide range of knowledge and pre-school experience is represented. The large majority of children achieve steadily to reach the levels expected in all six areas of learning. However, more able children are not always given enough challenge to accelerate their learning beyond what is expected for the majority. Children with special educational needs make good progress as a result of effective learning support.
51. There are weaknesses in the procedures for assessing and recording what children know, understand and can do. Children's literacy and numeracy skills are assessed but only in relation to what they should be capable of by the end of the reception year. This does not provide the information necessary to evaluate the progress of individual children towards the expected goals in all six areas of learning. Although planning takes account of the six areas of learning, it has not been refined to ensure that the more precise learning targets are used to plan lesson objectives. These factors result in teachers not having enough knowledge of what the children know and can do to help them plan the next steps in learning. Consequently, opportunities are missed to move their learning on. Elements of the National Literacy and Numeracy Strategies are introduced and used effectively to develop basic skills and prepare children for work in Year 1.
52. The outdoor play area is uninspiring as it mainly provides a space for children to run about in or, when the weather is fine allows some activities, such as sand and water play to be placed outside. It is too small for children to ride wheeled toys in safety. However, staff make the best of this situation by using the tennis court. Good use is made of the extensive school grounds for physical development lessons and investigative work. From January onwards, when all of the children have been admitted, classroom accommodation is barely adequate to allow a wide range of activities to be available. Resources are satisfactory in quantity and quality but are poorly organised. As a result, there are few opportunities for the children to learn independently through, for example, being able to organise tools and materials for themselves and put them away when they have finished.

Personal, social and emotional development

53. By the end of the reception year, most children achieve the levels expected. Teaching in this area of learning is satisfactory overall. The children come into school happily. Well-established routines ensure that the children are secure in their knowledge of what is expected of them and their confidence develops well. Many opportunities are provided for children to work and play together and as a result they develop good

relationship skills and behave well. Not enough opportunities are provided for children to explore and find out for themselves and, as a result, many children are not self-reliant. For example, teachers set out tools and materials for creative activities and although children are allowed to make some choices, this is often from within a limited range. Children in the reception class take part in school assemblies and are learning about being part of a larger community. A few children know that the Bible is a special book for Christians and during the lesson listened respectfully to the teacher and to each other's contributions.

Communication, language and literacy

54. Teaching in this area is good. A major strength lies in the teaching of reading and writing. The large majority of children reach the levels expected in listening, speaking, reading and writing. Teachers make good use of a range of attractive resources, for example book bags and puppets. As a result, the children are interested and want to learn. Most listen attentively to instructions, explanations and stories. Other opportunities are taken for the children to develop their listening skills. For example, during a music lesson, they listened to a piece of music about the seaside and identified bird sounds and waves crashing on the shore. The majority of children use phrases and whole sentences to describe what they see and understand, when responding to questions or are asked to talk about what they are doing.
55. Early reading and writing skills are planned into many activities. This results in children enjoying looking at books and reading at an appropriate level from the books in the school's reading scheme. The majority can read the commonly used words and are developing a simple understanding of what the story is about. They identify many sounds at the beginning of words and higher ability children are beginning to use their knowledge of letter sounds to build less familiar words. Home/school reading diaries provide parents with satisfactory information on how well their children are progressing and this helps them to support their children's reading. Most children attain the levels expected in writing. Many opportunities are taken for children to write, for example after examining interesting items and talking about recent experiences. Pencil control is taught well. The majority of pupils write words or sentences to express meaning and some make plausible attempts when spelling less familiar words, such as 'cucys' for 'cookies'. More able children are able to write more complex sentences independently. For example, one child wrote, 'I went to dreamland and there were lots of things there was a play rabbit and a Barbie'.

Mathematical development

56. By the end of the reception year the majority of children attain the levels expected. Teaching of mathematics is satisfactory and the teaching of number skills is often good. Children are taught to use the correct mathematical vocabulary. Words are repeated frequently to help children to use the terms naturally. Teachers use a good variety of activities that are matched well to the children's learning needs. Children count reliably to ten and beyond and are secure when asked to count a number of objects. Work in books demonstrates that the majority of children are beginning to work with addition of numbers to 10 and more able children are already tackling simple subtraction. Teachers do not make enough use of what children have done previously. For example, more able pupils in one lesson were working with numbers to six with the rest of the group. This did not provide enough challenge because it was too easy.

Knowledge and understanding of the world

57. Teaching in this area of learning is satisfactory. A good range of learning opportunities is provided so that by the end of the reception year, the majority of children achieve the levels expected. Work in books, for example, shows that children have a satisfactory knowledge of the seasons of the year and can draw simple diagrams to show the growth of a sunflower seed. Most children write simple statements about what they did but opportunities are missed to encourage the more able ones to write about what they observed or what happened. Good use was made of the school grounds during a lesson when the class went 'minibeast' and flower hunting. Children used magnifying glasses to identify the main features of flowers and a computer program to identify the insects they had found. This provided a first-hand experience that promoted good levels of learning.

Physical development

58. Teaching is satisfactory and most children achieve the levels expected in this area, including development of fine motor skills, such as handwriting. Children demonstrate satisfactory control and directional skills when riding on the wheeled toys. The class has access to the school hall and playing field for a range of physical activities. The games and 'athletics' lesson built appropriately on skills and by the end most children had improved their throwing, catching and jumping skills. Children roll, flatten and squeeze clay to make little pots and some children refine these by adding a handle or making a pattern on the inside. Cutting and joining skills are satisfactory, although a few children, who struggle with scissors, would be helped further by having access to 'snippers' instead.

Creative development

59. Most children attain the levels expected by the end of the reception year with many able to work without the support of an adult. The quality of teaching is satisfactory. Children are able to make box models and clay dishes without direct adult supervision for an appropriate length of time and are self-motivating because they are interested in what they are doing and have good attitudes to their work. However, the organisation of the classroom and its resources does not provide enough opportunities for children to make their own decisions about what tools and materials to use. Good opportunities were provided in a music lesson for the children to listen to and respond to pieces of music. The children's imagination was clearly fired by what they heard as they fluttered their fingers to show the movement of a butterfly through the air.

ENGLISH

60. Standards in all aspects of English are above average by the time pupils reach the age of seven. Almost all infant pupils reach the levels expected for their age and a good proportion achieve higher than average levels in reading and writing. Standards in the infant classes are higher than at the last inspection. In Year 6, English standards are average and are not as high as the well above average 2001 test results indicated. The 2001 Year 6 class was not typical, in that none of the pupils had special educational needs. Pupils attain markedly better in reading than in writing. Pupils achieve well in the infant classes and steadily in the junior classes.
61. The main strengths in English are the good quality of teaching in the infant classes, the high levels reached in reading throughout the school and the good quality of

support that enables pupils requiring extra help to progress well. In the junior classes, pupils produce much neat, accurate written work. There is a strong emphasis on teaching basic skills through comprehension and grammar exercises. However, pupils have too few opportunities to apply these skills by expressing their own thoughts in writing. Consequently, skills that are systematically taught, are not sufficiently evident in the pupils' own written work. In junior classes, there is also scope for improvement in teachers' marking, in establishing clear targets so that all pupils know how to improve their work and in giving pupils regular opportunities to write creatively. A diet of routine exercises and copying tasks is insufficiently stimulating. Consequently, many older pupils are not enthusiastic writers and fail to reflect their true ability when producing their own work. Leadership in the subject is satisfactory. New initiatives have been developed since the last inspection. These include the thorough assessment sheets for reading and writing, the increased use of computers in literacy lessons and the programmes to help pupils reach the expected levels at the ages of seven and 11. However, the subject leader does not have a clear understanding of the standards of teaching and learning throughout the school.

62. Standards of speaking and listening are good in Year 2 and are satisfactory in Year 6. They are strongest in Years 1, 2 and 4, where teachers provide more opportunities for speaking and listening and ensure that pupils listen carefully to each other. Approximately one quarter of the pupils in Year 6 are relatively poor listeners. There has been a commitment to improving communication skills and they are better now than at the time of the last inspection. More emphasis is being given to listening and speaking in the literacy lessons. In many classes, there are frequent opportunities for pupils to discuss their ideas in pairs. Such discussions enable them to organise their thinking prior to undertaking the work. However, opportunities are missed for similar discussions to take place once the work is completed. Discussion about how to analyse and improve writing is not well developed. Opportunities are given for pupils to compare issues from opposing viewpoints. For example, Year 5 considered arguments in favour of, and against, fox hunting. They were able to express their opinions clearly. However, they were less skilled at persuading others to agree with them, either through the force of a reasoned argument or through the passion they felt for their particular cause.
63. Standards in reading are good throughout the school. Infant pupils benefit from good teaching of the skills to help them to read unfamiliar words. For example, they become skilled at sounding out letters or breaking words down into manageable parts to help recognise them. They have a genuine love of books. Older infants read aloud with good expression, taking note of question marks and exclamation marks provided to guide them on how a sentence should be read aloud. Many parents make a significant contribution to developing their children's reading skills. By the age of 11, most pupils read fluently and independently and have developed preferences for authors and genres. They are also taught how to find information, either from books or from the computer. However, they are not yet sufficiently skilled in sifting the information for specific purposes. This lack of study skills inhibits their learning in subjects that require research, such as history, geography and religious education.
64. Writing standards are good at the age of 7 and satisfactory at the age of 11. Through accurate assessment, the school has identified several areas of weakness, including spelling, handwriting and creative writing. New initiatives have been introduced and standards have risen, but there is scope for further improvement in all three areas. Not all pupils form their letters perfectly, largely because incorrect posture and pencil grip are not always rectified. However, pupils in the infant classes have regular opportunities to write down their ideas on paper. They apply and develop their writing

skills effectively. For example, a story by a boy in Year 2 finishes, 'We will take it to the RSPCA' said Chloe. 'Okay' said Jack 'but I hope dad is not cross'. When Jack and Chloe got home dad was cross!' Good use is made by some pupils of their white boards to practise and improve their spellings and sentences, before transferring them to their books. However, in most junior classes, pupils are not given sufficient opportunity to use their writing skills as creatively and as independently. When they do, their work is suddenly transformed. A story about 'A Viking Raid' brings history alive in Year 3. 'A fisherman came into the village shouting 'Vikings'. A couple of minutes went by. All was silent. Then a few Vikings came into the village and said they wanted food. They asked 'Where's the nearest monastery?' However, such creative work is the exception rather than the rule. Too much of the work of the older pupils' is copied with little opportunity for them to express their own ideas. Pupils rarely produce stories or written work beyond two pages in length. There is also scope to raise pupils' interest levels and self-esteem by redrafting their own work and by displaying and celebrating examples of their best writing more openly.

65. Throughout the school, pupils who find learning difficult, particularly those with special educational needs, achieve well in English. This is largely due to the good programmes of work that are designed to bring pupils up to the levels expected for their age. The classroom support assistants work skilfully in regular, small group sessions, to help pupils acquire the basic skills of reading, grammar, punctuation and spelling.
66. The quality of teaching in the infant classes is good and it is satisfactory in the junior classes. In Years 1 and 2, pupils' learning is very well managed to enable them to meet the stimulating challenges provided. Skills learned in previous lessons are developed further. The aims of each lesson are discussed thoroughly and pupils know exactly what they are expected to learn. At the conclusion of the lesson, they are informed about the content of the next literacy lesson. Pupils are encouraged to think for themselves and to express their own ideas. Good, independent work habits and class routines are well established. Little time is wasted and opportunities to teach are maximised. One class even has a well-trained 'hedgehog puppet' that maintains high interest levels amongst the younger pupils! Computers are often used to extend pupils' work experiences. Thorough assessment and record keeping, especially in Year 1, enables teachers to match the work provided to pupils' individual learning needs. Much of the teaching draws on providing first hand learning experiences. This gives greater vitality to the learning and helps to maintain high interest levels.
67. Teaching in junior classes is satisfactory. Good features of teaching include the swift pace of lessons, the many opportunities for pupils to discuss their work in pairs, and the correct use of grammatical terms. Most teachers expect pupils to present their work well. However, literacy lessons in junior classes often lack the variety and individual challenge of the infant classes. There is an over reliance on textbooks or work sheets; and, on occasions, insufficient analysis takes place at the end of the lesson about what has actually been achieved. Marking is undertaken regularly and although emphasis is placed on correct spelling and use of grammar and punctuation, the actual quality of the content of the work is seldom commented on. Teaching opportunities through the marking are, therefore, missed. Test results are analysed carefully to identify weaker areas in need of strengthening. However, annual testing is not undertaken in every class. Consequently, progress cannot be monitored throughout the school and targets cannot be set annually for individual pupils. Good practice does exist in the school, but it is not sufficiently recognised, shared and adopted. In particular, the quality of learning experienced by the infant pupils,

especially in their writing, is not shared enough with teachers of junior pupils. Insufficient opportunities are taken to apply literacy skills gained in English lessons to enhance reading and writing in other subjects. This is partly because the guidelines for English do not explain to teachers how to teach the subject well.

MATHEMATICS

68. Standards in mathematics have been steadily improving at the national rate since the last inspection. In 2001, for the first time in recent years, test results increased from below to above average levels at the ages of seven and 11. The improvements in the infant classes have been confirmed again this year. The current Year 2 pupils are achieving above average levels as a result of good teaching. However the improvements in junior classes are less certain. In 2001, 11 year-old pupils achieved well above average results but this was an untypical group in which none of the children had special educational needs. The current Year 6 pupils are not reaching such high standards. Their attainment is broadly average but this is still an improvement on results in 1999 and 2000. The fluctuating picture of results at 11 is attributable to weaker teaching in the past that has now been eliminated. However, weaknesses in teaching basic skills earlier have to be compensated for and some pupils are still carrying with them uncertainties about mathematics. Now that the teaching is sound, with no major weaknesses, pupils' attainment is continuing to strengthen. At variance with national trends, boys are achieving slightly better than girls.
69. Pupils achieve well in infant classes, particularly in Year 1 where many are already working at levels more commonly associated with seven-year-olds. The very good achievement in Year 1 is attributable to some outstanding teaching. Pupils of all different abilities make good progress in Years 1 and 2. The work they receive is very carefully matched to their different learning needs. Below average pupils are given much extra help. This is evident in the many comments written by teachers in their books. The additional support is working well and, as a result, virtually every pupil has reached the level expected. More able pupils benefit from a high level of challenge in the work provided. Consequently, by the end of Year 2 at least a quarter of them are numerate to 1000 and are able to find a half and a quarter of numbers, such as 36, mentally. Despite the good achievement in the infant classes, there is scope to improve the presentation of work in the mathematics books in Year 2. For example, many pupils do not set out their numbers in neat rows and columns, which leads to unnecessary errors in their calculations.
70. Pupils achieve steadily in junior classes and their progress accelerates in Year 5. The presentation of pupils' work improves rapidly in Year 3 and continues to be of a reasonable standard in the other junior classes. Evidence from pupils' books indicates that they work hard and cover all different aspects of mathematics each year. Pupils benefit from the disciplined approach and work productively in acquiring a good command of basic skills, such as multiplying and dividing. However, they tend to achieve better in their understanding of numbers, shape and handling data than in their capacity to apply the skills they have learned in solving mathematical problems. Although plenty of opportunities are provided for pupils to investigate numbers, they are not systematically taught how to take a logical approach to problem solving, and only in Year 5 and 6 are pupils regularly encouraged to check their answers using a different method or a calculator. In general, pupils of average ability achieve well. This is because the work provided for them is always at the right level. Pupils who find learning difficult usually achieve well also. Knowing that acquiring new knowledge and skills will not be easy for them, teachers make a special effort. For example in Year 4,

the teacher often sets out calculations for them until they are confident to do it for themselves. Very rarely, lower attaining pupils are left to fend for themselves and when this happens, pupils make up to 50 per cent of errors in their work. This does not help their learning. The achievement of the more able pupils is satisfactory at best. They learn well enough during whole class teaching sessions but once the group tasks commence, their learning in some classes slows. Pupils are usually asked to complete examples in textbooks. Teachers are aware that the more able ones are capable of tackling more demanding work. The textbook examples increase in difficulty, therefore, in theory, more able pupils are faced with challenging work. However in practice, the theory does not hold. Some of the more able pupils are not the quickest workers and they do not reach the harder examples. Even when they do, their learning is not efficient because they have spent too long completing examples which are too easy for them, which does not move their learning on. Although the subject is soundly led and the subject leader has made significant improvements to the teaching and learning of mathematics, she also has many other responsibilities and cannot give sufficient time to the analysis of pupils' work in different classes. This is why these weaknesses persist.

71. Pupils with special educational needs are well supported in mathematics and make good progress. Those with educational statements receive considerable amounts of individual help. This not only improves their learning; it also increases their self-confidence and self-belief. Additional teachers and support staff play a very important part in the process. For example, one pupil has discussed what he feels he needs help with before moving on to secondary school. A program of work has been agreed to prepare the ground.
72. The quality of teaching is satisfactory overall and is good in the infant classes. All teachers have a sound understanding of mathematics and explain new ideas and methods clearly. Lessons are well planned and the aim of the lesson is usually discussed with the pupils beforehand. This ensures that they know exactly what they are expected to learn. Lessons begin with mental warm up, the most useful part of which is the way teachers involve all pupils. For example, in both Year 2 and 4 lessons, the teachers gave pupils a number and asked them to suggest a question that would give exactly that answer. This approach is successful because pupils of all levels of ability can offer an idea. For example, more able pupils tend to look for a two-stage operation such as $5 \times 5 - 8 = 17$, whereas other pupils put forward less ambitious proposals such as $10 + 7$ or $20 - 3$. Despite the good opportunities to reason out answers, the mental mathematics sessions lack punch and pace. Pupils are seldom encouraged to answer quickly and there is little evidence of teachers taking opportunities to widen pupils' understanding of mathematical language. The main part of the lessons is largely successful. Teachers demonstrate methods effectively and ask searching questions to make pupils think and to probe their understanding. In Year 1, for example, the teacher made good use of 'Harry the hedgehog' puppet. The teacher repeatedly asked, 'Is Harry right?' She controlled pupils' excitement very well through the puppet with comments such as, 'Don't shout your answers out, I only have small ears.' For pupils in this class, learning is fun! In all classes, the end of lesson discussions are very productive and pupils benefit from being asked to explain what they have learned. Pupils are often asked to write their answers on white boards and hold them up to enable the teacher to know whether they are correct. This is effective in maintaining the pace of the lessons and wasting little time on what pupils can do successfully. Teachers assess pupils' learning well at regular intervals. However, the information they obtain about how well pupils have remembered and understood the work is not used sufficiently in every class to determine what different pupils need to do to move their learning on. Targets for

learning are set but these are too general and are not shared with pupils to help them to know what they need to do to improve. A major improvement since the last inspection is the use of ICT to reinforce pupils' mathematical understanding. This is now developing well.

SCIENCE

73. Standards by the age of seven and 11 are in line with the national average. Results were above average at the time of the last inspection but pupils' enquiry skills were judged to be unsatisfactory. After an initial fall in 1998, results have since improved at the national rate. The subject leader has a good overview of science and positive ideas to move the subject on. As a result, improvements have been made in the teaching of practical science and pupils' skills of scientific enquiry are much better than they were. Regular opportunities are provided to monitor and evaluate pupils' learning and several initiatives have been suggested to teachers to raise pupils' standards. Further developments in assessment are being considered to identify and track pupils' progress and give a better direction to activities in lessons.
74. A strength of the teaching and the science curriculum is the good attention given to practical work in all year groups. As a result, pupils in Year 1 classify objects correctly by their properties, such as magnetic or non-magnetic, alive or not alive, and record their answers by grouping of materials. By the end of Year 2, pupils carry out experiments methodically; for example, to compare the absorbency rates of different materials and choose the most appropriate materials for 'Teddy' to wear to keep dry or cool as he travels on an imaginary journey around the world. More able pupils in this class list similarities and differences between children, noting that they all have arms and legs, but there are differences in height between tall and small children. Most other pupils in the same year group can identify differences but not yet collate results from these comparisons. The challenge in the tasks provided is not always sufficient to raise the attainment of the more able pupils, although all pupils are expected to write their own scientific accounts.
75. The strength of the work in Year 3 is the good skills pupils show in reviewing their experiments and results, and then suggesting ways to improve greater accuracy. These pupils have a good understanding of a fair test. In Year 4, pupils become adept in organising their own experiments. They are able to set a hypothesis, make predictions and then carry out experiments without adult help. For example, working in pairs, they plot the movement of shadows to determine if the sun moves. However, their effective investigation skills are not always evident in their written work and their records are poorly presented, barely providing written evidence of the good practical work which has been achieved. In Years 5 and 6, pupils continue to achieve steadily and learn to write suitable scientific reports. They search out their own information and record their findings successfully, using a variety of techniques. Some good links are made to stimulate learning in other subjects. In Year 5, for example, pupils' good understanding of fermentation, mould and bacteria, enables them to understand how people in Tudor times ate dry bread to prevent the spread of disease. By the end of Year 6, pupils have a sound understanding of forces, materials and living things, including animal habitats and food chains. They use their numeracy skills well to measure the changes in their pulse rate after exercise and record these changes accurately. They use the CD-ROMs and the Internet to extend their learning and improve their understanding of scientific ideas. By Year 6, pupils are confident in interpreting the results of experiments, although less able pupils struggle with technical vocabulary and do not present their work carefully.

76. Pupils with special educational needs make good progress when supported in lessons or when activities are specially prepared for them. In other lessons their progress is at least satisfactory. Good attention has been given to the provision of resources for these pupils so that their learning can become more meaningful. For example, the subject leader has purchased a set of work cards about electricity, which provide 'Makaton' signing symbols to allow some pupils to better access to the curriculum.
77. The quality of teaching is satisfactory overall but is generally good in Years 1 and 2. Infant teachers plan a good range of activities and provide a good structure to their lessons so that basic scientific skills are taught systematically. Good opportunities are provided for pupils to explore and investigate, although the level of challenge for the more able pupils is not always sufficient to move their learning on. The good variety of teaching methods ensures that pupils are excited by the ideas and interested in their lessons. Teaching of science in junior classes is satisfactory but activities do not build sufficiently on the previous learning, with the result that the learning of more able pupils is not always extended. Although pupils have regular opportunities for practical work, teachers sometimes talk for too long, limiting the time available for pupils to investigate. In Years 4 and 5, science is taught at the same time as other subjects and groups of pupils take turns to complete each activity. This can lead to the teacher becoming involved in managing the activities with too little time to teach directly and assess pupils' learning. This prevents pupils from learning in depth.

ART AND DESIGN

78. Standards are at levels expected for pupils at seven and 11 years of age and have improved since the last inspection. Sound leadership of the subject has ensured that most of the issues for improvement, following the last inspection, have been addressed. For example, nationally recommended guidelines have been introduced to enable teachers to know what to teach and to build on what pupils have learnt in previous years. The skills of art and design are specifically taught and art is also used as a means of recording information in other subjects. There are now more opportunities for pupils to work independently and express their own ideas by using a variety of materials. Some teachers guide pupils well in knowing how to evaluate and improve their work, but other teachers are less confident in this area and it still remains a weakness.
79. Pupils enjoy art and achieve steadily in lessons and over time. Pupils who have special educational needs make good progress because of the additional adult help they receive. Pupils gradually improve their understanding of line, texture, tone and colour through the use of different media. For example, Year 1 pupils experiment with different materials, such as strips of paper, plastic and fur to find the best effect when weaving them together. Pupils record their observational drawings well in their sketchbooks, paying good attention to pattern and detail, and developing a clear understanding of shading to provide perspective and shape. At the annual village 'Well Dressing' ceremony pupils show good collective responsibility towards the 'design and make' of a mural of current important local scenes and events. Participation in this popular event provides good opportunities through art for pupils to develop spiritual, moral, social and cultural understanding as they work together. Year 6 pupils talk excitedly about their designs for the mural for this year's event. In discussion they show that they recognise the importance of shades of colour in their choice of flower petals for the landscape views. There is a good work ethos among most pupils and they are eager to achieve. They work with enthusiasm and enjoy co-operative activities.

80. Teaching is satisfactory. Lessons are suitably planned and resources are always well prepared in advance. Teachers explain practical activities clearly and pupils know what they are expected to learn but there is limited time for pupils to review their learning at the end of the lesson. Only older pupils in Years 5 and 6 attempt to critically appraise their work or that of other class members. Their explanations of good achievement usually relate to neatness, or colour choices, rather than the quality of technical skills employed. Teachers introduce pupils to a good range of examples of artists' work, such as Picasso, Van Gogh and Kandinsky. In Year 2, for example, a good challenge provided pupils with the opportunity to create pictures as a copy of Andy Goldsworthy from stones, leaves and branches and, as a result, the school grounds are currently decorated with clever designs of the sun, flowers or faces. Some useful cross-curricular links are also provided to enrich the learning, such as using a paint program to create pictures in the style of Mondrian on the computer. Through ICT pupils improve design skills, experiment with colour, and develop hand and eye co-ordination skills.

DESIGN AND TECHNOLOGY

81. Significant improvements have been made in design and technology since the last inspection. Pupils now achieve steadily and reach the standards expected at the ages 7 and 11. Improvements are continuing under the sound guidance of the recently appointed subject leader who has good expertise and leads by example. She has a clear vision for the subject's development and recognises the need to provide clear guidance for teachers on how to teach the subject well, particularly in relation to the teaching of specific skills, which is a weaker area.
82. Pupils make steady progress in the infant classes and they achieve well in their ability to plan ahead and produce labelled diagrams to show what they are aiming to make. Their designing shows originality and this is reflected in the work they produce. For example, the model houses made by Year 1 pupils show a wide range of imaginative styles with opening doors and windows. However, the finished products do not always reflect the quality of thought that goes into the discussion and planning. This is because pupils have not had enough experience of cutting, measuring and fastening to ensure that these skills are used in the making. For example, the wheeled vehicles made in Year 2 are interesting and enhanced by using bulbs and batteries to create lights, but the wheels are attached using clumps of plasticene when there are better alternatives.
83. Pupils also achieve steadily in the junior classes. They achieve well in Year 6 where the new subject leader is breathing new life into the subject and developing precisely the specific skills that pupils need to produce work of good quality. In a number of junior classes, pupils' designs are improved by examining materials and methods of incorporating movement. In Year 6, for example, pupils experimented with gears, wheels, batteries and electric motors to investigate how their vehicles might be powered. This captured their imagination and encouraged them to produce detailed designs, comparing several different methods of traction, prompting one pupil to make an impressive working model at home.
84. Teaching is satisfactory, but there is also some good teaching in Years 1, 3/4 and 6. Lessons are invariably well planned and carefully organised. Pupils are well supervised and encouraged to be mindful of safety. A recent innovation has had a major impact on pupils' work. Pupils have become familiar with the idea of 'prototyping', where they explore and investigate materials and mechanisms before

creating the actual design. This significantly improves the planning of the work because pupils are better informed of the different possibilities. In Year 3/4, for example, pupils disassembled torches to find out how the bulb, battery and switches worked together. From this, pupils reconstructed their own flashlights, many incorporating original ideas such as twin bulbs and carrying handles. Pupils show great enthusiasm for their work and gain much from working in pairs and groups. In some classes, they use ICT effectively in their designs. In Year 2, for example, pupils used simple graphic programs to illustrate how axles are attached to the chassis. Pupils with special educational needs benefit from good levels of support. Learning support assistants often work alongside them explaining the terms used and prompting their ideas. This enables them to achieve well and work productively within the group.

GEOGRAPHY

85. By the ages of 7 and 11, standards are at the levels expected and have been maintained since the previous inspection. Pupils achieve steadily in each year group and pupils with special educational needs are provided with good levels of support and make good progress. The subject benefits from sound leadership and the quality of teaching and planning are monitored and evaluated carefully. Effective use is made of the local area and the introduction of global issues, such as pollution, provides good opportunities for pupils to prepare for world citizenship.
86. Mapping skills are introduced effectively in Year 1 where pupils draw maps of their routes to school and identify areas of the school grounds that they like or find unattractive. In Year 2, pupils work at the levels expected and learn to identify physical features of the landscape. This was evident in the lesson observed where they were able to link what they had learned from looking at aerial photographs to writing a key for a map.
87. By Year 6, pupils make satisfactory use of a range of recording skills to draw accurate diagrams and write accounts of the water cycle and features of rivers. Work in books shows a sound understanding of the effect of the landscape on the formation of rivers and conversely, how rivers ultimately affect the landscape. Pupils make use of library books and the Internet to help them research facts. For example, in their study of Swaziland, they found out the names of other countries on its borders. The school's policy to introduce globalisation was evident in the work pupils in Year 6 did earlier in the year about the Commonwealth Games Project in different parts of the world. The effective work of Year 5 pupils indicates a developing awareness of the effects of disaster on the landscape and economy of the country. This was evident in their written accounts of local flooding and the impact of the foot and mouth outbreak.
88. Teaching is satisfactory in all classes. Teachers provide good opportunities for discussion in lessons. This was particularly so in the Year 3 lesson where pupils discussed the possible impact of planning decisions on a community and produced questionnaires designed to collect people's opinions. Most pupils are keen to answer their teachers' questions, although teachers do not always give pupils enough opportunity to express their ideas fully. Resources are used effectively to promote learning, particularly the school grounds and the local area. Teaching offers good opportunities for the pupils to learn about the moral, social and cultural impact of natural and man-made influences on the local and worldwide environment. Teachers make notes about what pupils have achieved at the end of a topic or unit of study but this information is not used stringently to plan the next stages in learning. This is

particularly evident in the work set for more able pupils who are not provided with enough challenge to help them reach the higher levels.

HISTORY

89. Standards are at the levels expected at 7 and reflect the judgements made at the previous inspection. Standards at eleven are below the levels expected and have declined since the last inspection when attainment was judged as satisfactory. This is principally because the current Year 6 pupils have not done enough work in history during the year. The content of work in books, and evidence from the lesson observed and from discussions with pupils, indicate that most pupils do not have the knowledge, understanding and skills to enable them to reach the levels expected. Although by Year 2 pupils are achieving satisfactorily, Year 6 pupils are not doing as well as they should. Pupils with special educational needs make good progress in lessons where they are provided with additional adult support.
90. Teaching is satisfactory overall in Years 1 and 2. Work in the books of Year 1 pupils indicates that they are given many opportunities to develop their research and recording skills. For example, they write independent accounts of how blankets were washed before washing machines were invented. By the end of Year 2, pupils understand some of the differences between life now and in the past and write interesting accounts about major historical events, such as the Great Fire of London. However, the presentation of work in the Year 2 class is untidy and poorly organised.
91. Evidence from pupils' work over the year indicates that teaching in the junior classes is unsatisfactory overall. This is principally because in two of the four classes, teachers' expectations are not high enough. Pupils are not provided with enough opportunities to develop their knowledge and understanding. For example, Year 4 pupils' work shows an over-reliance on the use of worksheets and there is little difference in standards between higher and lower ability pupils. In the Year 6 lesson, expectations of the quality of work expected were not clearly set, as a result, the majority did not make enough effort and their work was of an unsatisfactory standard. Subject leadership is not effective. The subject leader has too many duties. She monitors the quality of planning, but does not have time to check that standards of work are high enough in all classes.
92. Teachers have sound subject knowledge. In some of the lessons seen, pupils were provided with good opportunities to develop their enquiry skills through interpreting evidence. For example, the use of a range of interesting Victorian artefacts in a Year 2 lesson and opportunities for independent work led to pupils achieving well in their knowledge and understanding of seaside holidays in the past. Junior pupils are not provided with enough opportunities to use their literacy skills to record what they have learned and express their views and opinions. This is a significant weakness, particularly in Year 6, and contributes to the pupils' lack of skills in interpreting historical facts.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. Standards in ICT have shown good improvement since the last inspection and are now in line with nationally expected levels for pupils at 7 and 11 years of age. The subject leader has considerable expertise and a clear understanding of the strengths and weaknesses in the subject. She monitors the subject efficiently and has prepared a well-structured action plan of the next stages of development. Through her good guidance the school has in place the relevant software to ensure the National Curriculum requirements are fully met. There are sufficient machines available in each classroom to allow consistent use to support teaching in other subjects. This is developing effectively in most classrooms. For example, in a Year 5 art lesson, pupils created headline captions to accompany their illustrated traditional tales. Training has been provided for teachers and classroom assistants to enable them to offer pupils sound advice as they work. Good advice and technical support is given to the school by the local high school and provides a good link in continuity for the transition of pupils to secondary education.
94. Pupils achieve steadily in lessons and over time. However, the assessment of pupils' learning is not sufficiently developed to enable teachers to plan activities which are matched to pupils' different learning needs, particularly the more able ones. Pupils in Year 1 enjoy learning and quickly adapt to use computers correctly. For example, in one activity designed to develop their understanding of control technology, they learnt how to switch on a programmable toy ('Roamer') and then entered commands for its actions. Although they squealed with enjoyment as the 'Roamer' disappeared down the hall when they entered incorrect commands, they realised that they must work accurately in order to be successful. By Year 2, pupils understand that charts and tables can be produced when data is fed into a computer. For example, they entered information on eye and hair colouring and then watched with interest as the computer produced a graph of their findings. Currently, Year 2 pupils have had only limited opportunity to use email because of difficulties with the Internet provider. Junior pupils become proficient in a range of skills and techniques. By Year 6, they have a clear understanding of how to create spreadsheets, add borders, or change the style and format of their writing to match different purposes and different audiences. They make effective use of CD-ROM and the Internet to search for information. They have a sound understanding of control technology and give the correct commands to direct the actions of machines.
95. Pupils with special educational needs make good progress towards individually planned targets. They work effectively with classroom assistants to develop computer skills at least in line with other members of their year group. They have good access to machines and enjoy opportunities to improve their achievements, for example by word-processing their answers. Most pupils evaluate their work and recognise the value of learning and better presentation by using computers.
96. The quality of teaching is satisfactory. Specific ICT lessons are taught but there is no consistent approach across the school to the management and organisation of the teaching of new skills. In some classes pupils cannot see teacher demonstrations and are confused about the processes they are to undertake later. On other occasions, teachers unnecessarily repeat the teaching about basic skills and pupils' interest is lost. ICT is used suitably to promote learning in others subjects, such as reinforcing addition and subtraction skills in mathematics. The management of pupils is good. They behave well and are eager to practise on machines. In most classrooms good attention is given to providing activities to support learning in other areas of the curriculum, for example younger pupils use language programs to help

them learn sounds in reading. There is little recording of pupils' progress beyond coverage of skills and access to machines and assessment does not yet influence teachers' planning.

MUSIC

97. For most pupils, standards are at the levels expected at the ages of 7 and 11. Those who learn to play instruments reach much higher standards. The subject benefits from sound leadership. Lessons are observed and this helps the subject leader to know which areas require attention. As a result, improvements have been made in the teaching of music since the last inspection, particularly in the areas of composing and singing. In addition, teachers now have clear guidance in knowing what they should teach, however there is very little written guidance to help teachers to know how to teach the subject well. Consequently, although pupils have good opportunities to create, compose and perform their own musical pieces, they are not systematically taught how to organise and record their ideas. This limits their understanding of musical notation.
98. Pupils achieve steadily in infant classes and they achieve well in composing in Year 2. In this class, pupils use different body and instrumental sounds well to represent parts of a story, such as the wind and rain. The teacher orchestrates the work of each separate group skilfully to produce a successful class performance. Skills learned previously, such as organising sounds into beginning, middle and end sequences and the ability to play a steady beat, enhance the work on composing, listening and performing.
99. Most pupils achieve steadily in the junior classes. Many pupils learn to play recorders, brass, woodwind and stringed instruments. They become proficient in reading music and reach a good standard of instrumental playing. Their musical knowledge provides a good basis for learning for other pupils. For example, when group work commences they pass on what they know about the language of music. As a result, many pupils use terms, such as ostinato and crescendo, confidently. In some respects, pupils make good progress in singing. Breathing exercises, prior to singing, are effective. This illustrates that some teachers have good expertise in recognising the importance of such activities. By the age of nine, pupils sing in tune, with good diction and can hold their singing and instrumental parts well when others perform a contrasting melody or rhythm. However, pupils' singing sometimes lacks enthusiasm. This is largely because the songs selected have obscure melodies which pupils cannot identify with. When more familiar pieces are chosen, the singing dramatically changes. Pupils acquire the skills to listen to and identify the important elements and moods of music. This includes a wide range of music from other cultures. Their spiritual appreciation of the beauty of music is enhanced daily when carefully selected pieces set the atmosphere for morning worship.
100. Teaching is satisfactory overall and half of the teaching is good. Most teachers are comfortable with the subject and enjoy teaching music. This is reflected in pupils' good attitudes to learning and the pleasure they derive from composing. Lessons are well planned and thoroughly prepared to ensure that all pupils play an active part. Although more could be done to guide pupils in using notation to write down their composed pieces, tape recorders are used effectively to encourage them to listen and to evaluate their work. As a result, pupils' skills of critical appraisal are developing well. They offer very sensitive comment, aimed to improve the performance, rather than to criticise the performer. This particularly helps the pupils with special educational needs to learn productively in a group and have their efforts appreciated.

These factors enable them to make good progress. Plenty of scope for musically able and gifted pupils is provided through the high quality instrumental work. Growing confidence and an increasing love of music enables older pupils to produce some good quality music. For example, Year 5 pupils have composed their own lyrics and rhythms for their 'Henry VIII rap,' which they perform with feeling and expression.

PHYSICAL EDUCATION

101. Standards are at the levels expected at the ages of 7 and 11. In the few dance and games lessons observed, pupils worked above the levels expected for their age and made good progress. Pupils with special educational needs achieve well. They are fully included in the lessons and are keen to demonstrate their good ideas and movements, much to the appreciation of the class. Almost all pupils learn to swim in Years 3 to 5. However, the small number of pupils who fail to swim the basic 25 metres do not continue with lessons in their final year at the school. Standards in physical education have been maintained since the last inspection.
102. There are strengths in the teaching of dance in Year 1, particularly in the development of co-operative skills and in the high expectations that pupils will use intellectual as well as physical skills in lessons. Leadership in the subject is good. The monitoring of teaching in all the classes has been undertaken. The subject leader has also been influential in extending opportunities for pupils to develop their skills in sports clubs held out of school hours. The school has identified dance and gymnastics as areas in need of improvement. Forthcoming courses are planned to raise levels in these elements.
103. In the three lessons seen, the quality of teaching was good. The teaching seen in Year 1 was particularly effective as pupils made good progress in developing their sinuous 'swimming fish' sequences. New learning was enhanced by the accurate class analyses of the good quality movements, devised and demonstrated by pairs of pupils. Challenge was also a feature of the lesson for Year 3/4 pupils. Here, the task was to devise their own skill improvement activity using items of small games apparatus stored in a box. This gave the pupils responsibility for planning, refining and demonstrating their activity. In Year 6, problem solving was taken a step further as two teams had to find the quickest way to move from one end of the hall to the other without touching the floor! Brains, as well as agility and close teamwork, were required in all three sessions.
104. Physical education now has a higher profile on the school's curriculum than at the last inspection. New sports have been introduced, such as basketball and hockey. New equipment has been purchased to extend the range of skills to be developed, such as hurdles and 'javelins'. Mixed teams represent the school in a wide range of sports. The school has also hosted meetings for local schools, such as for athletics. Pupils enjoy physical education because they succeed and are aware of their progress.

RELIGIOUS EDUCATION

105. Standards at the age of 7 are higher than the levels expected for schools in Derbyshire. In the infant classes, pupils of all abilities achieve well. However, by the age of 11 standards are lower than expected. In the junior classes, pupils do not achieve as well as they should. Their learning experiences in the past have not been memorable, although they are improving now. Themes introduced in the assemblies are developed well in lessons. Pupils gain a clear understanding of Christian beliefs

and of the role of the Christian churches in their local community. The subject leader is enthusiastic, knowledgeable and very keen to raise standards. For example, since the last inspection, a superb collection of religious artefacts, representing a wide range of different faiths, has been purchased. However, although the subject leader observes lessons, she has not been effective in raising the standards achieved by older pupils.

106. In the infant classes, most learning arises from valuable first-hand experiences. In Year 1, digital camera images show the pupils wearing capels. Under his photo, one pupil wrote, 'A capel is something a (Jewish) boy (wears) to pray in'. In a Year 2 lesson, pupils were taught the correct way to handle sacred texts and objects of the Islamic faith. They drew pictures of an actual prayer mat and a Qu'ran on its stand. The answers they gave in discussions showed high levels of recall because they were interested in what they were learning. In the infant classes, pupils with special educational needs achieve well because they are regularly supported and work is well matched to their learning needs. By contrast, the achievement of the junior pupils is unsatisfactory. There are some worthwhile elements in the activities provided, such as the visit to a 'multi-faith centre' and a mosque, and valuable opportunities for older pupils to explain what they know about different religions to younger ones. Through this they become aware of other religions and develop a respect for them. However, when questioned in depth about it, Year 6 pupils have little recall of the Islamic faith. They cannot recall the name of the prophet Mohammed, the name of their holy book, the Qu'ran, or why they place their prayer mats towards the East. This is largely because classroom activities are not challenging or always interesting. They are given passages to copy or worksheets to fill in which do not make enough demands on their learning. As a result, the work in their books lacks involvement and individuality. The knowledge and understanding of Year 6 pupils are below what they were at the time of the last inspection.
107. The quality of teaching is good in the infant classes but too often unsatisfactory in the junior classes. The good foundations established in the early school years are not built on later. There is a marked difference in the way the subject is taught to infant and junior pupils. In the infant classes, pupils benefit from rich experiences and they are encouraged to think about them in some depth. In most junior classes knowledge is dispensed, rather than developed by extending pupils' understanding. Regularly, pupils simply copy out extracts or undertake tasks that are too easy for them. In personal and social education lessons, they gain insights into their own feelings and beliefs. However, in the religious education lessons they do not gain similar insights into the feelings and beliefs of followers of other religions. Resources in the school are now at a good level. However, there are too few videos that enable pupils to gain an understanding of different faiths through hearing followers speak about their beliefs and their lives. The subject leader has begun to observe lessons but has not yet visited all the classes. Neither has she had the opportunity to see pupils' work from all the classes. For standards to rise, such monitoring needs to be routinely undertaken.