

INSPECTION REPORT

**DINTING CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Dinting Vale, Glossop

LEA area: Derbyshire

Unique reference number: 112884

Headteacher: Alastair Wood

Reporting inspector: George Derby
25349

Dates of inspection: 15th – 18th April 2002

Inspection number: 196244

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Dinting Vale Glossop
Postcode:	SK13 6NX
Telephone number:	(01457) 853371
Fax number:	(01457) 853371
Appropriate authority:	The governing body
Name of chair of governors:	David Pearce
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25349	George Derby	Registered inspector	Information and communication technology Design and technology Science English as an additional language	Information about the school The pupils' results and achievements The quality of the teaching Leadership and management What the school should do to improve further
11439	Jillian Moore	Lay inspector		The pupils' attitudes, behaviour and personal development The care the school has for its pupils The school's partnership with parents
29688	Mike Brammer	Team inspector	Art and design Mathematics Music Physical education Equal opportunities	The pupils' curricular opportunities for learning Spiritual, moral, social and cultural development
10099	Sue Lewis	Team inspector	English Geography History Foundation Stage Special educational needs	

The inspection contractor was:

PPI Group Ltd
7 Hill St
Bristol
BS 1 5RW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25 - 28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29 - 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dinting Church of England Primary School is a smaller than average primary school, situated in the Dinting Vale area of Glossop. Being a voluntary aided school, it is substantially supported by the Church. About a half of the school's roll of 176 pupils comes from the considerably disadvantaged area of Gamesley. The rest of the pupils come from areas such as Simmondley which are more prosperous. There is little movement of pupils in and out of the school, other than at the usual times. The school attracts families who themselves attended the school, as well as some families who have children with special educational needs (SEN). There is an average proportion of pupils (one fifth) on the school's register of SEN and one pupil has a statement of special educational need. The number of pupils (about one tenth) who receive free school meals is low, when compared nationally. Only a very small proportion of pupils are from minority ethnic backgrounds, with four pupils of Chinese origin and one black pupil. No pupils are learning English as an additional language. Soon after the last inspection the school faced difficulties due to the illness of the headteacher and deputy headteacher. Staff morale was low. An acting headteacher was appointed, who has recently been appointed as headteacher. The school was substantially remodelled and extended in 2000. The school promotes Christian values and these are reflected in the school's aims.

HOW GOOD THE SCHOOL IS

Dinting is a good and effective school and has some very good features to its work. Under the very good leadership and good management of the headteacher, it provides a good level of care and support for its pupils and their personal and social development is very good. The headteacher, governors and senior managers work well together and are an effective team in raising pupils' attainment. In the past two years, as a result of the drive to improve standards, pupils' results in the National Curriculum tests have improved considerably. The quality of teaching is good and has a positive effect on pupils' standards and achievements. The pupils have very positive attitudes to their work and have very good relationships with one another and their teachers. Pupils say, *'If you're good at something, they (staff) help you go for the tops; if you're not, they give you confidence and then you can go for it too'*. The school provides good value for money.

What the school does well

- Pupils make good progress in English, mathematics and information and communication technology (ICT).
- Pupils' attitudes to their work and their behaviour in and around the school are very good; they enjoy their lessons.
- The support for pupils' social development is very strong and the formal and informal support pupils get from staff means that their personal development is very good. Pupils' relationships with each other and the staff are very positive.
- The quality of teaching is good and has a positive effect on pupils' learning.
- The quality of leadership is of high calibre.
- The school uses computers very well to promote pupils' learning.

What could be improved

- Standards in design and technology and physical education.
- The way teachers assess pupils' achievements in subjects other than English, mathematics, science and ICT.
- How teachers plan to meet the needs of pupils of different ages and abilities in their classes, including what they will learn.
- How the school assesses the effect of actions identified in the school improvement plan and the impact on standards.
- The health and safety policy and risk assessment procedures.

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 good progress since its last inspection in July 1997. At that time standards required some improvement. Standards at the end of Years 2 and 6 have risen and were above average compared to schools nationally in the 2001 National Curriculum tests. The quality of teaching has improved; it is now good. One fifth of the teaching is very good or better, whereas there was none of this quality in the last inspection. The management of the school required some improvement previously. It is now good and the leadership by the headteacher very good. Progress in implementing the key issues from the last inspection is satisfactory overall. Governors now have a good strategic view of the school and support its work well. The role of subject co-ordinators is well established for English and mathematics, but needs to develop to the same extent in other subjects. Assessment in English, mathematics and science is good, although the school has only limited ways of doing this in other subjects. Parents of children with SEN have their views considered when reviews take place and targets are set, but more could be done to make this more effective. Health and safety issues have been largely resolved, but there needs to be more attention to full risk assessment and producing an effective health and safety policy. There is a very strong commitment to improve further and the school has a good capacity to do so.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

Key

well above average A

above average B

average C D

below average E

well below average

The pupils' results have improved in recent years with greater attention to the needs of higher attaining pupils. The Year 6 National Curriculum test results between 1999 and 2001 have improved at a similar rate to schools nationally. The gains made by last year's Year 6 pupils, over their time in Years 3 to 6, were above the national average. By the end of their time in the school, inspection evidence shows that this year's pupils have achieved well in English, mathematics and science in relation to their attainments at the end of Year 2; their attainment currently is above national averages in all three subjects. These higher standards are because of the improved teaching and the targeted support through 'booster' classes, extended writing groups and specific teaching groups for higher attaining pupils. Pupils' performance in the 2001 National Curriculum tests at the end of Year 2 has risen since 1999. Pupils' attainment in reading and mathematics was above the national average in the 2001 tests, although in writing it was average. In relation to similar schools the school's results were well above average in mathematics, above average in reading and average in writing. Evidence from the inspection indicates that standards in reading and mathematics are above average for Year 2 this year and average in writing. In science, standards are above average overall. The Year 2 pupils' results for the last three years have shown that girls do significantly better than boys in reading, writing and mathematics. However, the school is tackling this and the gap is much narrower now. Overall, there is a good level of challenge for higher attaining pupils and the percentage of pupils achieving at the higher levels in Years 2 and 6 is usually above or well above average. Pupils with special educational needs achieve satisfactorily. This is largely because of good individual support and the personal attention they receive. However, the effect of this support is lessened because targets in individual education plans (IEPs) are not sufficiently reflected in lesson planning or given enough attention during lessons. The school sets realistic and challenging targets although in 2001 these were missed by a few percentage points. Inspection evidence suggests that those set for 2002 are likely to be achieved. This is because the school is better at assessing and keeping track of pupils' progress in recent years, so target setting is becoming more

accurate. Because of the poor facilities for providing indoor physical education, pupils' attainment is below expectations in this subject.

The lack of attention to design and technology and the limited time for learning the subject mean that pupils do not attain the levels expected. Pupils' attainment in ICT is above what is expected at Years 2 and 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Throughout the school, pupils have very good attitudes to their work. They show interest and enthusiasm, respond well to challenging activities and are keen to take part in lessons.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in classrooms and other areas of the school, including the playground and at lunchtime. There are no exclusions.
Personal development and relationships	These are very good. Pupils are sensitive to each other's needs and those of school life. They take their responsibilities such as councillors, mentors and prefects seriously.
Attendance	Satisfactory. The reasons for absences are not always recorded properly, however.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 and 2	Years 3 - 6
Lessons seen overall	good	good	good

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

The quality of teaching is good overall and sometimes very good. In one 'tutorial' science lesson for a group of high attaining Year 6 pupils, the teaching was excellent. This good quality teaching reflects the strong commitment of the headteacher and governors to improving the quality of education. Particular strengths in teaching are the ways in which teachers provide work which challenges the most able pupils and the firm, but caring, discipline that staff use to maintain their very good relationships; they manage the pupils and the class routines very effectively. This makes for well ordered lessons and effective learning. The interesting work presented by teachers has been recently and significantly enhanced by the use of a computer projector and laptop display for demonstrating key points in the beginnings of lessons. This is used consistently well by teachers, who use it confidently. Pupils learn very effectively in the introductory part of lessons because of this. Information and communication technology is also taught well; this supports pupils' learning of ICT skills and enhances their learning in other lessons. English and mathematics are taught well and this promotes consistently good progress in the pupils developing their literacy and numeracy skills. The good teaching in science helps the pupils extend well their scientific knowledge and understanding. Teachers' planning usually states clearly what pupils will learn and this is made clear so pupils have a good knowledge of what they are to learn and do. However, except in some classes in English and mathematics, teachers do not specify what pupils of different ability or age will do. Support staff make a very good contribution to lessons; it is often their support for individuals or for different targeted groups for lower attaining pupils that enables these pupils to make the good progress they do. The strong contribution of these staff to group and individual work with SEN pupils supports these pupils' satisfactory progress. Staff have close relationships with these pupils and there is considerable care and concern for them. However, the targets set in IEPs are not always taken account of in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Overall, it is reasonably broad and balanced, although the overall time for teaching in Years 3 to 6 is slightly less than recommended. The statutory requirements for teaching the curriculum are met and English, mathematics, science and ICT are suitably emphasised. However, design and technology is not taught in sufficient depth and because of poor facilities the gymnastics curriculum is limited. The curriculum is enhanced by a good range of extra-curricular activities. There are many opportunities for higher attaining pupils to be suitably challenged although pupils in the same year group, but in different classes, do not always get the same experiences.
Provision for pupils with special educational needs	Satisfactory. Personal support is strong; although targets set in IEPs are satisfactory they need to be more sharply focused and to be taken account of more in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Teachers and other members of staff present good role models for pupils to respect and learn from. Themes in collective worship are used well to encourage pupils to think about their moral responsibilities and to appreciate the wonders of God's world. The celebration of world festivals contributes to pupils' cultural development. Opportunities for spiritual and moral development are good; for cultural development they are satisfactory, and for social development, they are very good.
How well the school cares for its pupils	There are sound child protection procedures and the school's pastoral care of pupils is good. There are limitations to the health and safety policy and to risk assessment. Pupils' good behaviour is very well promoted, although attendance needs to be better monitored. Procedures for assessment are sound overall (and good in English, mathematics, science and ICT). They are used well to inform planning but need to be fully developed for all subjects.

The school works hard to forge positive links with its parents and involve them in their children's learning; its partnership with them is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership and good management. He has been very successful in raising staff morale and has used staff's strengths well. There is now a very good team spirit. The headteacher is well supported by the senior management team, who now have roles and responsibilities which reflect their position. Subject co-ordinators' roles have been considerably developed for English, mathematics, science and ICT, but need further development in other areas. Some school policies are out of date and need reviewing.
How well the governors fulfil their responsibilities	Good. Governors' role in monitoring standards and improvement is well developed. They fulfil most of their statutory duties, although parts of their annual report to parents are missing. They take an active interest in the life of the school and many directly support the work in classrooms. Their understanding of the capabilities of the school is good.
The school's evaluation of its performance	Good. Assessment results have been thoroughly analysed. This has led to the school setting targets which are helping raise pupils' attainment further. The school improvement plan (SIP) is a thorough document and identifies necessary school priorities. It needs to be better prioritised and costed and have clearer ways for measuring the success of actions taken. Formal monitoring of teaching is satisfactory and good performance management systems are in place.

The strategic use of resources	Good. Effective use is made of the school budget and additional grants to benefit pupils' learning. Financial planning is good but is insufficiently detailed in relation to the school's identified educational priorities. The weaknesses in the SIP mean that governors find it difficult to assess the cost effectiveness of their spending, especially in relation to raising standards. Governors' monitoring of the school budget is very rigorous.
--------------------------------	--

The school is only just beginning to understand how the principles of best value can contribute to raising pupils' standards and governors have not yet had training. Staffing, accommodation and resources for learning are satisfactory overall. Accommodation in the old part of the school is unsatisfactory, however. Some parts of the curriculum cannot be provided because of this and it makes for inefficient use of time when activities are changed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable in approaching the school with questions or concerns. • Teaching and pupils' behaviour are good. • Children are expected to work hard, achieve their best and are helped to become mature / responsible. • Their children make good progress in school. 	<ul style="list-style-type: none"> • Closer working with parents. • The information provided by the school on their children's progress.

Inspectors agree with what pleases parents. The quality of information is good overall with very informative newsletters although pupils' reports could be clearer and more detailed. The governors' annual report does not contain all that is legally required. The school does have close working links with parents, however and some help out in school. Inspection evidence does not support the minor worries of the few parents who attended the parents' meeting.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection in 1997, pupils' attainments were judged to be in line with national averages in English, mathematics and science by the end of Year 2 and Year 6, with pupils having some good skills in speaking and listening. However, it was also deemed that the school's standards required some improvement. Pupils' with special educational needs made satisfactory progress although there was some variation across the school. However, a weakness was that the needs of higher attaining pupils were not specifically planned for and some of these pupils did not make the progress they could. Pupils' progress in the Reception class was satisfactory and their standards were in line with the desirable learning outcomes at that time. They made a sound start to their education. There was no reference to their attainment on entry, but over recent years this has been below average. Currently, the children have below average skills in all areas of learning on entry to the school, although there is considerable variation in these and a small number of children have above average skills. The school draws its children from a very mixed area and has a good reputation for having a caring, Christian ethos. It is also known for its care and support for children with additional difficulties. Standards in music were good at the time of the previous inspection but those in ICT were unsatisfactory.
2. Since the last inspection, staffing difficulties, leading to low morale, have posed major challenges for the school. It went through a period between 1998 and 1999 when little was done to move the school forward, especially in relation to the management and development of subjects. This resulted in pupils' attainment not rising much above the levels seen in 1997 and in some subjects falling to below average. However, through the determination of the new headteacher to raise standards and build a committed team, over the last two years standards have improved well. In the last two years' National Curriculum tests, these have been above or well above average. In particular, the school now provides well for the needs of higher attaining pupils and this year, through additional support and teaching, has made very good and often separate, specific provision for them. However, teachers' written planning does not always take account of their needs, as well as other groups, in class lessons.
3. In the 2001 National Curriculum tests at the end of Year 6, pupils' attainment was above average overall and well above average when compared to schools with a similar percentage of pupils with free school meals. It was above the national average in English, but well above average in mathematics and average in science. The percentage of pupils reaching the expected level and above in mathematics and science was above the national and similar school averages; it was average in English. Although the percentage of pupils attaining above the expected level for their age (Level 5) was average in science, it was well above national and similar school averages in English and mathematics. The school's improvements in its implementation of the National Literacy and Numeracy Strategy and the good foundations laid for teaching English and mathematics, have supported the school in recent years. The subjects have had a high profile and have been managed by staff with expertise in supporting the principles of the strategies. The school has responded positively to the need to improve mathematics and has had considerable support from the local education authority numeracy consultant. This has resulted in standards rising this year.
4. The percentage of pupils reaching the expected level at the end of Year 6 in English, mathematics and science has generally improved in each successive year since 1999 and these results are in line with the trend in results nationally. The National Curriculum test results of the 2001 Year 6 cohort, compared to their results in the National Curriculum tests when they were in Year 2, were above average compared to schools who achieved similar results at that time. This represents good progress made by pupils when compared to these similar schools. Although this was the case in English and mathematics, however, it was not the case in science. Over that period, pupils' achievements were considered to be satisfactory in relation to their results at the end of Year 2.

5. For pupils in Years 1 and 2, the picture is fairly similar. Although standards in the National Curriculum tests and those assessed by teachers, have been below average since 1997, compared to schools nationally in 2001, they were above average in reading and mathematics and average in writing. Compared to similar schools, the results were well above average in mathematics, above average in reading and average in writing. The pupils' attainment at the higher levels (Level 3) was above the national average in writing, but well above average in mathematics and reading. The teachers' assessments of the percentage of pupils reaching the nationally expected level (Level 2) and above was average in science and average for those pupils attaining at the higher level. Good attention has been given to the needs of higher attaining pupils across the school, but only recently has there been this attention in science. There is generally a lack of written planning of work for different groups of pupils. Some individual teachers do this well and it is often better for the lower attaining pupils and those with special educational needs when they are taught separately.
6. Over their time in the Reception class, pupils make sound progress and their achievements are in line with what is expected in all areas of learning. The impact of the good teaching in Reception is not fully felt, however, as the planning is insufficiently detailed. By the time they leave the Reception class, almost all achieve or exceed the levels expected for their age.
7. In English, although test results in Years 1 and 2 show a drop when compared with the previous year, results in reading have been fairly steady over the past five years. The percentage of pupils achieving at the expected level and above has risen. Inspection evidence confirms standards in speaking and listening and in reading are above average in English and other subjects by Years 2 and 6. In writing, they are slightly above average at the end of these year groups, although pupils' spelling and handwriting skills are average. Throughout the school, pupils make good progress in speaking, listening, reading and writing; their progress is strongest in reading, where it is often very good from the pupils' starting points and is more wide ranging in speaking, listening, writing and spelling. Progress of pupils with special educational needs is satisfactory in relation to the targets in their individual education plans. Girls have outperformed boys over the past three years in reading and writing by the end of Year 2, although this difference is considerably reduced by the end of Year 6. The school itself has identified the difference and has introduced a range of measures to target underachieving boys who are reluctant writers, to support their progress. As a result the gap between the girls' and boys' attainment is now narrowing.
8. Careful analysis of pupils' test results in mathematics at the end of Year 6 and the subsequent focus on the subject the school has had over the past year, together with the support from a specialist advisory teacher from the local education authority, have resulted in a rise in pupils' attainment in mathematics. Important developments such as developing assessment procedures and pupils having individual targets to raise their attainment, have had an important effect on teachers' understanding of pupils' levels and their progress. Compared to other schools nationally, results have risen over the past two years and are now above average; they are well above average when compared to similar schools. Inspection findings show that pupils' attainment at the end of Year 2 is above the national average. Pupils make good progress over their time in Years 1 and 2 and compared to their baseline assessments on entry to the Reception class. At the end of Year 6 pupils' attainments are also above average. From an analysis of the pupils' work and their records and comparing the current Year 6 pupils' attainment with their results in the National Curriculum tests when they were in Year 2, pupils make good progress and achieve well over their time in Years 3 to 6.
9. In science, inspection findings show that pupils' attainment is above average over Years 1 to 6. The provision for science has improved through the school's very good emphasis on meeting the needs of higher attaining pupils. Pupils' progress in the subject and their achievement overall is good. However, in the Year1/2 class the small number of pupils who are Year 2 have different experiences and amount of time for science than those in the Year 2/3 class. This limits their achievement. Throughout the school there is very good emphasis on practical work and on pupils being challenged to think about their hypotheses during investigations and experiments and how they will test these out. Investigations are well managed and teachers are thorough in their questioning. This probing approach with the strong emphasis on pupils interpreting their

observations means that their progress is good and they achieve well. Higher attaining pupils' achieve very well towards the end of Year 6, because they are exceptionally well taught by a knowledgeable teacher. The work planned is highly challenging and much emphasis goes into checking the quality of pupils' work and testing their knowledge in practical situations.

10. Overall, pupils make good progress in information and communication technology over their time in the school and their attainment is above average. They achieve well, although the younger pupils currently progress at a faster rate due to the schools' recent emphasis on teaching in small groups by a skilled support assistant. This is having a significant effect on pupils' progress. Some older pupils have clearly acquired skills well and work relatively independently, often using the computer for research. Teachers have a good knowledge of how to teach the subject and are particularly skilled in managing large groups of pupils using a multimedia approach as part of an introduction to a topic, before they work in small groups with the school's technician.
11. In art, the pupils' attainment by the end of Year 2 and Year 6 is in line with what is expected for their ages. Pupils, including those with special educational needs, make satisfactory progress. A greater range of experiences and opportunities exist compared to those at the time of the last inspection. However, despite good teaching pupils' achievements are only satisfactory. This is because teachers do not always have the knowledge of pupils' standards to ensure that the experiences that they plan build on their previous learning well. Although there has been satisfactory progress made in the provision for the subject since the last inspection, there are still weaknesses in aspects of the pupils' knowledge and understanding of art and in the use of vocabulary in relation to how pupils' express what they see and how they feel about works of art.
12. Standards for all pupils in design and technology are below expected levels at the end of Year 2 and Year 6. The subject has not been given sufficient emphasis in the school's development since the last inspection; the policy and programmes of study are not updated. Time for teaching the subject is limited. The subject co-ordinator has concentrated on improving the provision in mathematics and has not had time to consider how design and technology needs to be supported and developed. There has been little influence on teaching since the last inspection, when pupils' attainment was in line with the expectations for their age. In addition, there is little continuity in the way skills are built up by teachers. Pupils' progress is unsatisfactory and their achievements are limited.
13. Only a limited number of lessons were seen during the inspection in geography. Observations, scrutiny of work, discussions with the subject co-ordinator and with staff and pupils support the judgement that the school's provision for geography has been strengthened since the last inspection. Pupils' attainment is in line with what is expected nationally by Year 2 and Year 6 and their achievements are satisfactory.
14. Standards in history are good overall and are above what is expected for pupils by Year 2 and Year 6. By the time pupils are in these year groups they demonstrate a good understanding of historical ideas and language which is above that generally for their age. Most pupils, including those with special educational needs, make good progress in relation to their prior levels of attainment, because of the quality of learning opportunities that the school provides, within its topic framework and the good teaching at both key stages. However, assessment and monitoring procedures need further development in history to ensure that all pupils' levels are known and catered for and pupils' progress consistently supported.
15. In music, the pupils' attainment at the end of Year 2 and Year 6 is in line with that expected of pupils of this age. Inspection evidence indicates that pupils, including those with special educational needs, make satisfactory progress. The provision for many pupils is enhanced by good quality instrumental tuition and by other musical activities outside lessons.
16. The pupils' attainment in physical education at the end of Year 2 and Year 6 is below that expected of pupils of this age. Due to the lack of a dedicated area to undertake physical education and especially gymnastics, pupils get changed and have lessons in their cluttered classrooms. The pupils' progress including those with special educational needs is, therefore, unsatisfactory.

17. Pupils with special educational needs make satisfactory progress, although a weakness in the school's procedures means that pupils' targets in IEPs are not sufficiently taken into account during lessons. In the vast majority of lessons, teachers make good links to literacy and numeracy which supports the pupils' understanding. Teachers and assistants spend time during lessons explaining difficult terms, which helps pupils with learning difficulties develop their understanding of unfamiliar vocabulary. They also match their questioning well so that pupils are challenged appropriately and this helps pupils make the necessary progress. Learning support assistants give high quality support to help pupils understand, especially in the individual help they give to pupils relating to specific work from their individual education plans. However, some support would be more efficient if pupils were able to record their work independently, through the use of ICT, for example. In one pupils' annual review of the statement of special educational needs this is stated, but the school does not have the provision identified.
18. The school has a small number of pupils identified as gifted and talented and these make good progress in relation to their prior attainment. During the inspection the Year 6 pupils were attaining at high levels of attainment and many approaching Level 6 in the aspects of the work seen. Their needs are well met through the additional support they receive and the specific teaching. This is especially the case in science, where there is considerable challenge for the school in providing a Year 7 – 9 programme of study, normally found in a secondary school. They have undertaken this well through employing a specific specialist teacher with a high degree of expertise in the subject and obtaining materials from the local high school.
19. Throughout the school, pupils make good progress in extending their literacy and numeracy skills. The successful implementation of their literacy and numeracy strategies has had a positive effect on standards. The pupils' skills are promoted effectively during the daily English and mathematics lessons and are generally supported by work in other areas of the curriculum. However, in some classes, more opportunities could be created for pupils to extend their writing skills during work in subjects, such as in geography.
20. The governors set appropriate targets for improvement in English and mathematics after a careful analysis of the ability range and attainments of pupils in each year group. These targets are subject to regular review and are challenging. Although these were missed by a few percentage points in 2001, it is likely that these will be met in 2002. The school's assessment and recording procedures have improved over the past year and teachers are now much better at gauging pupils' levels and predicting gains in their knowledge, skills and understanding. Half-termly targets set for groups in English, mathematics and science make a strong contribution to pupils' attainment and their progress.

Pupils' attitudes, values and personal development

21. Pupils' attitudes and behaviour throughout the school are very good. These high standards are an improvement since the last inspection and are now strengths of the school. The school's behaviour policy and its uniform implementation ensure that high expectations are reflected in the pupils' attitudes and behaviour. There are no exclusions and no evidence of any bullying. Pupils are eager and enthusiastic, wanting to work and involve themselves in activities around the school. They enjoy being involved in all aspects of school life. They work and play well together in class and in groups. They learn effectively because of their positive attitudes to work. Pupils are courteous around the school, listening to others and developing very good relationships with each other, staff and other adults.
22. Pupils' personal development is also very good. Older pupils are independent learners. They often undertake research into topics relating to their work using books from the library or from the Internet. Their social development is now very good, as a result of the many opportunities made for them to undertake responsibilities such as in the pupil council. They are sensitive to each other's needs and have a good understanding of school life and their place within it. They enjoy taking responsibility and understand how this ensures that the social life within the school runs smoothly. They take the restrictions of the accommodation in their stride, sensibly helping to rearrange rooms when necessary and supporting younger pupils at lunchtime when eating in

classrooms. Their development of citizenship skills ensures that they see how their life in school relates to the wider community. They enjoy taking part in community events and raise money for many different charities, which helps them to develop an understanding of other people's needs.

23. Children's attitudes and behaviour in the Reception class are good overall. They make sound progress in their personal development overall. They behave very well outdoors, share resources unselfishly and play together well. They are keen to take part in lessons, answer questions and listen carefully to each other. They often applaud each other's successes. They enjoy the opportunities they have to be 'helper of the day' and readily help to tidy up. This supports their growing sense of responsibility, as do the opportunities that are provided for reflection at the beginning and end of lessons. Very clear messages from their teachers and relevant stories help children to learn to distinguish right from wrong, to have respect for each other and to form constructive relationships with peers and adults.
24. Pupils' spiritual development is good. The school's strong Christian ethos ensures that they have values and principles and an understanding of beliefs that broaden their perspective on life and affect their behaviour. They respect themselves and others and can empathise with other people, such as when learning about children in the Blitz and about other religions and beliefs. Any inappropriate responses to lessons are talked through to broaden children's understanding and this helps them to change their attitudes and increase their understanding. Pupils show concern and understand the necessity to consider other's needs and feelings. For instance, they understand that they need to take care of friends returning to school with freshly healed bones following a fracture. The older children moderate their behaviour in order not to endanger the younger ones when playing in the playground. Pupils become 'mentors' for children who may be recovering from illness and cannot fully join in school life so that they are not left to feel isolated and uncared for.
25. Pupils' moral development is good; they understand right from wrong and are not afraid to stand up for their principles. They are able to think through the consequences of their actions on others and can develop reasoned arguments to support their thoughts. They understand the need for rules even if they may sometimes not want to have to obey them! For instance, the older children sometimes wish that they could be more carefree when playing outside, but know that they have to consider the safety of the younger pupils in a small playground. They are developing a good understanding of the consequences of their actions and the need to review their ideas in light of their experiences. They would like more space, but appreciate the limitations of the accommodation; they know that worries can be dealt with in the pupil council and that the staff listen and take note of their concerns
26. Pupils' cultural development is satisfactory; they become aware of their own and other cultures and value music, art and literature etc. They are very enthusiastic about singing in the annual school production and enjoy trips and visits to participate in a variety of events from their own and other cultures. The school's strong link to the neighbouring church ensures that they value the richness of its Christian heritage.
27. Attendance is broadly in line with the national average; registers are marked regularly and closed ten minutes after the start of each half-day. The reasons for absence are not always recorded and parents do not take full responsibility in helping the school to do this properly by providing information on their children's absence. Attendance is monitored weekly and the education welfare officer works regularly with the school. There are instances of lateness throughout the school and this means that pupils' learning can be disrupted and valuable social time in the classroom missed. There are no exclusions.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of the teaching is good overall and has some very good and occasionally excellent teaching. This enables pupils to learn effectively and make good progress. Nearly all the teaching was satisfactory or better. This represents a good improvement since the last inspection when over seven per cent of the teaching was unsatisfactory overall and 15 per cent of it was weak for pupils in Years 3 to 6. However, in the one lesson in gymnastics the teaching was

unsatisfactory; the teacher's expectations were not high enough and pupils learned little. In addition, the accommodation severely limits what the pupils are able to do physically and, as a result, there is a tendency for the teachers to be over cautious in what they ask pupils to attempt. The teaching in 72 per cent of the lessons was good or better and in 18 per cent it was very good or better. Teachers cater for the needs of higher attaining pupils particularly well, an improvement since the last inspection. In one science lesson for pupils undertaking work expected for pupils in secondary school (at National Curriculum Level 6), the teaching was excellent. The teacher's clear expertise in the subject and the way pupils were expected to problem solve using their new found knowledge and to plan, prepare and research their work, led to a high degree of enthusiasm and thirst for knowledge.

29. The teaching of pupils who are five years and under in the Reception class is good. It is good in all areas of learning except creative development, where it is sound. However, the planning is not detailed enough and this somewhat limits the progress that the children make. It does not identify what different groups will do and learn in lessons and children's progress is not always systematically built upon. The planning of non-adult managed activities does not identify the expected outcomes for the children. The teaching is strongest in communication, language and literacy, where it is often very good and pupils are given very skilled support for developing their speaking and listening and literacy skills. Assessment by staff is thorough and carefully tracks pupils' experiences and outcomes of their learning. Teachers have a good understanding of children's needs and abilities and carefully consider how they are going to move them through the 'stepping stones' of progress. Teachers plan a wide range of interesting activities and organise them reasonably well. The children are prepared well for their move to Year 1 and the teachers' pastoral care is of a high standard.
30. For pupils in Year 1 and 2, the teaching is good overall and the experiences planned for them build well on the work in the Foundation Stage in the Reception class. However, the small number of younger Year 2 pupils in the infant department have different experiences than those older ones in the Year 2/3 class in the junior department. Sometimes the expectations for the younger pupils are less, particularly shown in their science work, for instance. For Year 3 to 6 pupils the quality of teaching is also good and a particular strength is the way teachers present lessons and make them interesting, so pupils want to learn and try hard.
31. The teaching of pupils with special educational needs is sound overall and the non-teaching staff support for these pupils is of high quality. The work they do with lower attaining pupils and those with SEN is very carefully planned. It is taught in small steps so that pupils learn effectively. However, although support staff know pupils' individual education plan targets well, teachers do not always take these into account during their lessons or show how these will be addressed through their planning. However, their questioning is appropriately thoughtful and probing. Teachers and support staff identify and help those pupils who have particular talents very well and the parents of such pupils are kept well informed of the programmes they are following and how they can help. The provision for these is high quality and the school has looked for additional teachers, such as in science, where the school staff do not have the expertise to teach the higher level programmes of study themselves. In addition, the local high school is also used for its facilities and for liaison over teaching programmes.
32. The teaching in English, mathematics and science is good. It is also good in information and communication technology where much of the teaching is undertaken by a support assistant / technician who the school has employed for this specific purpose. The teaching in art, history and music is good. It is satisfactory in geography and physical education. In design and technology it is not possible to make a judgement as no teaching was able to be seen. The individual projects carried out by pupils, such as construction of lighthouses in Year 4, show that teaching is at least satisfactory. However, there is too little work and limited records of pupils' progress, to gain an overall view of teaching in this subject.
33. Literacy is promoted well in lessons and teachers make good opportunities to reinforce, correct and develop pupils' understanding of grammar, punctuation and vocabulary although this is not always consistently planned for. Phonic skills are often well promoted and teachers provide reasonable opportunities for extending pupils' writing in other subjects, although this could be

usefully extended further. Pupils' numeracy skills are utilised well in subjects such as science and ICT. Although teachers use a variety of resources to enliven their lessons and to help pupils understand what they are learning, they are particularly effective at using ICT to support pupils' learning in subjects and to reinforce pupils' ICT skills. There were many good examples where pupils have searched web sites to find information, such as using the BBC web site for World War II work in history and where pupils write stories and poems on a word processing programme in English. It is a weakness that teachers' plans do not have a section for them to specifically identify where links to literacy, numeracy and ICT can be made. In their own teaching most teachers are confident in using the school's computer projector for introducing lessons using high quality multimedia approaches. This highly motivates the pupils and in a science lesson for pupils in Year 4/5 class, the animated way in which the teacher had prepared the presentation, meant that they were very well prepared for the unit of work on plants.

34. Little time is wasted during lessons and pupils work hard and maintain a good productive pace. The school has rightly adopted the three part lesson structure from the National Numeracy and Literacy Strategies for teaching all lessons. Occasionally, a weakness of the way teachers organise their lessons is that introductions are often too long with too little time left for plenary sessions at the ends of lessons. There are sometimes lost opportunities for pupils to reflect upon and evaluate what they have learned, to reinforce new ideas and for teachers to assess the knowledge, skills and understanding the pupils have actually gained. Marking is satisfactory; it is variable and its effect on improving pupils' work could be strengthened by all teachers providing the detailed comments which appear on some pupils' work and especially the detailed annotation in their portfolios. Some teachers do provide detailed supportive comments which help pupils to improve, while others just 'tick' work.
35. There is a very good level of challenge to extend all pupils' thinking skills in general and for higher attaining pupils, in particular. However, it is through personal support and through the different planned activities away from the main class where their needs are effectively met. The written planning for different groups of pupils in subjects is generally limited across the school, although some individual teachers do this well. Often, teachers' questioning is the main way in which pupils' needs and abilities are taken into account. Occasionally, there were some good examples of skilful questioning targeted well on pupils' prior attainment. This enables pupils to build well on this in lessons.
36. Lesson plans have clear learning outcomes identified for the whole class and these are consistently shared with pupils. Pupils have individual targets and group/class targets set in English, mathematics and science so they are clear where they need to improve. In some teachers' lesson plans, it is the activity which is identified and not what the pupils are expected to learn. Written plans mention very little about what high, average and lower attaining groups of pupils will learn by the end of a lesson or series of lessons and there is little account taken of the IEPs of pupils with special educational needs. Few teachers take the opportunity to assess and record pupils' responses in their lesson plans and to adjust their planning in the light of these. Lesson planning is not always consistently evaluated, to identify what works and what is not successful.
37. Learning occurs in a caring and supportive atmosphere and one where the praise given by teachers for pupils' efforts is highly valued. Teachers manage the children very well and pupils particular respect the staff, value the support they receive and know that the teachers do their best to help them learn.

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

38. The school provides a satisfactory curriculum that is broad and balanced and meets statutory requirements. This is an improvement on the last inspection when the curriculum was judged to be broad and balanced except for elements of art and information and communication technology. A strength of the curriculum is its relevance and its support for higher attaining pupils. All the National Curriculum subjects are included and there is a programme of personal, social and health education (PSHE) which includes citizenship. The school has a scheme that permits a range of

PSHE issues to be tackled effectively. These lessons are supplemented in Year 6 when the school nurse gives appropriate attention to sex education. Meetings are arranged for parents to discuss sex education and to raise awareness of issues concerning drugs. Religious education meets the requirements of the locally agreed syllabus. The use of ICT to support learning in subjects is very well emphasised throughout the curriculum.

39. In most respects a suitable balance has been achieved within subjects and this is satisfactory overall. However, the time for learning science, art and design, design and technology, geography, history and music is slightly below the average for schools across the country while English and physical education have an above average allocation. The lack of time for design and technology contributes to the subject not being taught in sufficient depth.
40. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced successfully and are promoted well. They have been effective in raising standards. Throughout the school, strong emphasis is placed on the development of pupils' literacy and numeracy skills. Good team work between class teachers and learning support assistants is a feature of many lessons and these support many aspects of the curriculum. Higher attaining pupils are supported within class and in booster sessions while lower attaining pupils are withdrawn for additional literacy support and 'springboard' mathematics. There is a difference in the attainment of boys and girls and the school is successfully rectifying this. For example, through the increased range of genre used in English, boys' motivation for reading has increased.
41. The school has made a strong response to the literacy strategy and this has helped to raise standards in all aspects of its work. Although it has no specific 'literacy across the curriculum' policy, pupils' literacy skills are generally well promoted in other subjects. In subjects such as science, writing for reporting and for presenting data is supported well. Extended writing and note taking opportunities are provided in history, geography and religious education. Reading for information purposes is very well promoted from Year 1, when children learn to research their history topic and use the Internet as well as books to discover new ideas. Study skills such as skimming are promoted well. Occasionally, there are missed opportunities for more independent and extended writing in subjects.
42. The numeracy planning follows the objectives of the national strategy. Lessons begin with a well-paced introduction with quick and challenging questions. In the best lessons, teachers' questioning is well focused and pupils are encouraged to explain how they found the answer to a problem. The work set is usually matched to the needs of the different abilities in the class. Pupils are keen to work and rise to the challenges set. Their progress would be enhanced if marking was more closely allied to learning objectives and pointed the way forward.
43. All subjects have a scheme of work. The school makes appropriate use of a variety of supportive materials including national guidance. There is an outline 'curriculum map' which helps the school monitor the experiences pupils receive and teachers plan the necessary units of work identified. Teachers plan work together and the planning is monitored effectively by the headteacher and the subject co-ordinators. The school has no policy for equal opportunities as such, although it is referred to in individual subject policies.
44. Equality of access to experiences and opportunities is satisfactory. There is a climate of inclusion but there are areas which the school needs to address to ensure better access by all pupils. No pupil is barred by gender or funding from taking part in an activity. However, provision is only satisfactory because the school does not ensure that pupils in the same year group, who are in different classes, receive the same curriculum. The large amount of withdrawal means that pupils returning to class have to catch up in lessons which may be focusing on a different curriculum area. Better and consistent arrangements for reintroducing these pupils to lessons needs to be sought so that they do not miss out on ideas introduced when they are out of class.
45. The school's provision for pupils with special educational needs is sound. Good procedures are established for the early identification of pupils who need additional support. The special educational needs co-ordinator (SENCO) is the Reception class teacher and is strategically placed to identify such pupils. Good individual support is provided, either to directly work with

pupils or to monitor and support them in lessons. However, although pupils' targets in their individual education plans (IEPs) are satisfactory overall, they are insufficiently reflected in teachers' lesson plans or taken enough account of in lessons. Targets are not always the most important things a pupil needs to learn. The school has adopted the approach of identifying literacy, numeracy and personal and social targets in pupils' IEPs but it is not always the case that the area to improve which could help a pupil learn most effectively is stated in the IEP.

46. The curriculum is enriched in a number of ways. There is a good range of extra-curricular activities which enhance pupils' attainment particularly in music and physical education / sport. Musical activities include the recorder groups and the school's major concerts that make a significant contribution to school life. Peripatetic teachers provide lessons on a range of stringed instruments and keyboards. Sports activities include football, netball, 'tag' rugby and athletics. Pupils take part in inter-school tournaments. The chess and computer clubs provide for a range of different interests. The school makes effective use of residential and day off-site visits. Visitors to the school have included theatre companies and local clergy. Such events contribute well to the pupils' understanding and awareness of life and work outside the school.
47. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. The provision is very good for pupils' social development; it is good for spiritual and moral development and satisfactory for cultural development. This reflects the overall judgement made at the last inspection. In making good provision for spiritual development the school's acts of worship fulfil requirements. The assembly themes provide good spiritual awareness and include pupils' contributions through singing, playing instruments, role play and answering questions. In one assembly, before a prayer is said, pupils are asked to think about it and to join in with 'Amen' if they agree. They respond to the blessing, *'grace, mercy and peace be with you'* with *'and also with you'*. Although there is a satisfactory policy for spiritual development, when it does occur outside acts of worship, it happens naturally rather than being planned for. There are, however, many informal opportunities for pupils to gain spiritual experiences and to reflect on the wonder of nature. For instance, in a Year 4/5 science lesson about plants a pupil expresses wonder by exclaiming *'wow, I understand that now'*. Another is amazed at what happens on the screen after a complex computer simulation in a Year 2/3 lesson on displaying data. The many visitors to the school also contribute to developing pupils' understanding; a very good example was seen when a local clergy led an assembly in the church about *'sharing'*.
48. The school is effective in raising pupils' awareness of moral issues. Adults in the school work well as a team and provide good role models for the pupils. The behaviour policy and its consistent implementation are effective in promoting very good behaviour. Discussion with pupils in Year 6 reveals that they clearly care about the welfare of younger pupils.
49. As part of the very good provision for social development, members of the pupil council are articulate in describing how they have made a difference to the school. Pupils of all ages contribute fully and issues are thought through carefully. Prefects in Year 6 are assigned to help with a class and carry out jobs around the school responsibly and with pride. Pupils' understanding of citizenship is well developed through the visits that are made to the local hospital and to residential homes, for instance. Members of Age Concern, as well as parents, come to school for a meal which is served to them by pupils. A residential field trip and team games help pupils to learn to work together.
50. Provision for cultural development is satisfactory. The school enhances pupils' awareness of their own culture through several areas of the curriculum. Through art and music pupils learn about the work of great artists and musicians. During history lessons, pupils are taught about events and people who have shaped the world they live in. Theatre groups visit the school and the nearby church is used on a regular basis. Pupils have been to the Manchester Science Museum and examined how people from the locality and across Europe during the past two hundred years have shaped the development of science and technology. Festivals such as Chinese New Year are celebrated and the work of famous peoples from religions other than Christianity is taught during religious education lessons. For instance, the whole school focused on Benin during a special day's activities.

51. The school works well with the local Nursery to ensure that there is a smooth transfer and integration of children into the school. Information about children's progress in relation to the Early Learning Goals is shared and members of staff also visit private nurseries in the area to explain the admission procedure to parents there. There are strong links with the local secondary school and the school shares the same progress recording format to facilitate the change from Year 6 to 7. Staff at both schools have done work together to raise the level of science and mathematics taught at school. Staff visit each other's schools to share good practice and the pupils visit on 'taster days' to ensure that they settle well. Other schools to which pupils transfer are worked with as and when necessary for the welfare of the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The school's pastoral care of its pupils is good. The school has a strong Christian ethos and takes good care of its children; they receive a lot of support from staff throughout their school life. School security is good. However, the health and safety policy is still only in draft form, despite being a key issue at the last inspection. The governing body must ensure that all risk assessments are completed and that all other legislation related to health and safety is complied with as a matter of urgency. The school has been informed of the areas where action needs to be taken.
53. All child protection procedures are adequately in place and work well in practice but need to be more formally recorded. The designated person for child protection has been trained appropriately and receives update training; the child protection governor is awaiting training but joins in with training in school and works closely with members of staff. The statutory checks, maintenance and procedures are in place and effective, with the caretaker working with the headteacher and governing body to monitor and maintain the building and site. All fire exit signs, including 'running people', are in place, but there are no fire drill notices in the classrooms. Fire drills are however, undertaken every half term with the seat of the imaginary fire moved each time. This is good practice and allows any weaknesses in the procedures to be corrected for the future.
54. The incomplete recording of reasons for absence within the registers hinders the monitoring of attendance. There were several incidents of lateness throughout the school. All of the school day informs learning and any time lost is detrimental to children's progress. The school works well with other agencies to support attendance and parents are fully informed and their support sought to ensure prompt and full attendance. The rules for taking holidays in term time are shared with parents on several occasions during the year, including explanations as to the effects on learning. The school makes good use of outside agencies to help support attendance and other issues that affect learning. The school works hard to enable parents and carers to play a full role in their children's education and this is reflected in the parents' views of the school.
55. The behaviour policy is very good and this is reflected in the very good behaviour seen around school. None seen was oppressive and the school deals with any incidents thoroughly and fairly. There is a high expectation of good behaviour and the policy, which is uniformly applied, is based on rewards and sanctions. The pupils and parents enjoy the 'Sharing Assemblies' where all aspects of achievement are celebrated.
56. Pupils are inducted into the school well. Personal development is supported well and social development very well throughout the school. The school council has only been running for a few months, but has already made a difference to school life and to the pupils' citizenship skills and social understanding. Staff, governors and members of the community, like the local beat police officer, are helping the children to develop the council and all the children involved are very articulate in expressing their understanding and appreciation of their roles. The children are given many other opportunities within school to grow in understanding and maturity, for instance by being prefects or mentors. They mix well together and show consideration and care for each other's welfare. Many pupils are articulate and feel secure and confident in voicing their opinions and beliefs.
57. Overall, satisfactory procedures have now been established for assessing pupils' attainment and progress and the information gained from these is used well. This represents a satisfactory

improvement since the last inspection, when procedures were unsatisfactory and insufficiently tied into National Curriculum levels and guidelines. Systems have been strengthened significantly by a number of developments, particularly in relation to assessment and monitoring in the Reception class and in the core subjects of English, mathematics and science and in ICT. In these areas of the school's provision procedures for monitoring pupils' academic progress are good and have some very good features. There is still, however, a weakness in the ways in which the school assesses and monitors pupils' progress in other subjects. Although teachers know the pupils in their classes very well, the school recognises that its ability to plan to meet the differing needs of pupils in all subjects is affected by this weakness. The school has made satisfactory progress in involving parents of pupils with special educational needs in the setting and reviewing of targets for individual educational plans. Parents are now routinely invited to meetings, although the targets set in some plans still could be made more precisely. Some plans do not identify clearly the main things pupils need to learn to do, if they are to make optimal progress, exactly how the school will support this and how parents can also help. Procedures for the annual review of progress of pupils with a statement of educational need are carried out appropriately. The school's support systems have been strengthened by a system of setting targets for all pupils; parents and children value this and their involvement; they say that they know what they now need to do to progress further.

58. Baseline assessment, made shortly after the children enter the Reception class, is carried out effectively. The school is trialling a new assessment and monitoring record, in conjunction with the main nursery its children come from. This is a very positive move, which supports children's transition into the school well and ensures that the work there builds effectively on children's known skills and understandings. The assessment is well designed to track children's progress towards the Early Learning Goals and, for higher attainers, into the early levels of the National Curriculum. It is currently being used well to inform the teacher's knowledge of children's strengths and weaknesses, although the information gained is not yet used sufficiently in teachers' weekly planning to plan the work for different groups and abilities of children.
59. A great deal of hard work has been invested in strengthening the assessment and monitoring arrangements for subjects such as English, mathematics, science and ICT, which are of high quality and very effective. A carefully planned programme of statutory and non-statutory tests is followed throughout the school in these subjects. The results are analysed carefully and used effectively to set whole school targets, to track individual pupils' progress and to set challenging targets for improvement. Good use is made of this information for identifying pupils who need additional support through early literacy support (ELS) and additional literacy support (ALS) and in Year 6 to support pupils' further progress through the school's 'booster' groups for science, mathematics and extended writing. Most teachers also make good use of the information gained in their weekly planning for these subjects. The school plans now to develop further its procedures for other subjects. Although there are some teacher devised assessments linked to the topics studied in subjects such as history and geography, these need to be linked to whole school assessments for the subject and more systematically tied into National Curriculum levels.
60. The school makes only limited use of more detailed assessments that would allow them to identify pupils who have very specific mathematics, literacy, learning and other difficulties. This means that a very small group of pupils with special educational needs do not always have IEP targets that sufficiently address the cause of their difficulties and work in lessons that takes account of these. Although these pupils make satisfactory progress, because of the care and support they receive in individual sessions and from the teaching assistants, they could make more progress in class lessons if work planned took account of more specifically identified needs and targets. The school has not yet revised its practice to take account of the guidance in the new Code of Practice. The special educational needs co-ordinator (SENCO), while very committed, needs further support for her role in responding to this and in guiding staff practice in the writing of IEP targets. However, training and policy review is planned for the near future, including reviewing the ways in which pupils', with special educational needs, progress is monitored and evaluated.
61. The school also keeps portfolios of children's work to exemplify progress over time and for pupils to include their most valued work. Collection of evidence for this is not standard however and poorly organised, so that they neither demonstrate progress systematically, nor are a true record

of achievement. There are within these portfolios some very good examples of teacher marking and levelling of work, however. More systematic use of the portfolio and clear guidelines as to its purpose and use would enhance the school's recording systems further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Parents have a positive view of the school. The school has good relationships with parents and they in turn have a positive impact on children's learning by helping both at home and in school. Although the number of parents and carers helping in school is small, those that are involved ensure that the pupils see that adults believe in education and this encourages them to value learning. Governors also provide valuable help in school and valuable links with local business and industry. There are many useful links within the community, which contribute to many aspects of school life; for example the Learning Skills Council, Glossop Rotary Club and various sporting coaching groups.
63. There were some minor worries raised at the parents' meeting, but the inspection evidence did not support those concerns. Parents are well informed about the progress of their children and are welcome into school to discuss any problems. Any issues of inappropriate behaviour are dealt with quickly and effectively; pupils feel safe and parents are happy that they can approach the school easily with their concerns and that they are listened to and things are quickly resolved. The homework policy is clear and shared with parents, giving them a good idea of what to expect as their children progress up the school. The parents' role in good attendance, absence reporting, behaviour etc is all shared with parents in various documents and it is clear that the school values the role that parents play in their children's learning.
64. There is a strong Parent Teacher Association (PTA), which raises valuable funds for the school and provides good social events for the children, their parents and the local community. Parents' ideas are incorporated into school life; there is now drinking water available in the classrooms and a parents' notice board in school. There is a range of sport and musical clubs after school with a woman rugby coach, girls playing cricket and boys playing netball, all ensuring that the school's provision is inclusive in nature. The PTA's strawberry cream teas have proved particularly popular in the past and the parents now discuss with the school which educational projects to support with their funds.
65. The school recognises and acknowledges the role of parents in children's learning and keeps them informed and elicits their help whenever possible. Progress reports provide information to parents about their children's learning. The information is full and usually includes ways for them to help at home; however it is not always written clearly in ways that parents can readily understand. The school values the help that parents give in school, at home and on visits. Parents get the opportunity to come to the 'Sharing Assemblies' but these cannot be whole school assemblies because of lack of space and this limits parents' opportunity to see other year groups' work and achievements.
66. Parents are kept well informed with newsletters which are packed with interesting items on all aspects of school life and inform them of dates of events of interest for concerts, trips, visits etc. There is an annual school production and parents offer invaluable help with singing, costumes, sets etc. The children enjoy this experience and all enjoy singing the songs for shows such as 'Oliver' and 'The Wizard of Oz'. Although the annual governors' parents report has some statutory items missing, it and the prospectus are full of information about the school, the curricular provision and various policies governing school life, providing parents with lots of useful information about the school and its Christian aims and ethos.
67. Parents appreciate that the school shares the pupils targets with parents helping them to understand what the children are learning each year. There are regular parents' meetings, when parents get a chance to discuss progress and areas of concern, although they can make appointments at any time if the need arises. Parents of pupils with special educational needs are informed of their child's provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Leadership and management

68. The leadership of the school is of high calibre. The headteacher provides strong and purposeful leadership and has successfully brought the school through a very difficult period when staff morale was low and standards showed little improvement since the last inspection. The previous headteacher had a long period of illness and the school, at that time, was managed by the deputy headteacher who, herself, after a problematic time in the school, was also absent due to illness. During this time staff became disaffected and the local education authority (LEA) took decisive action to support the school by placing an acting headteacher from another school. Since then standards have risen through the headteacher's determination for school improvement and practical ways in which pupils, especially the higher attainers, are given opportunities to improve their performance.
69. The headteacher is strongly supported by the senior management team who now have roles and responsibilities which reflect their status. The headteacher has, as part of their 'in-school' management training enabled each teacher to have a short period as 'acting' headteacher, so they experience the day-to-day management issues. They work well together with the governing body to provide a clear vision and direction for the work of the school. They are well supported by the whole staff and include, midday supervisors, kitchen staff and the caretaker. This is a school where everyone successfully contributes to the education of the pupils; for instance, during the inspection the cook gave a talk to Years 1 and 2 pupils on nutrition, as part of their science work.
70. The leadership by the curriculum co-ordinators for English, mathematics, science and ICT is good and their work has positively improved provision and standards in the school. These subjects have had a high priority in the school's improvement plan and the work undertaken has been good. For other subjects, the management of these is sound. Co-ordinators' work in English and mathematics, particularly in observing the teaching of literacy and numeracy and providing advice and support has led to improvement and contributes strongly to the good quality of teaching which now exists. Their work has also been an important factor in the successful implementation of the literacy and numeracy strategies and the additional teaching groups to support higher and lower attaining pupils. All co-ordinators play an important role in updating policies and schemes of work. They observe teachers' planning and regularly analyse pupils' work. However, some policies are out-of-date and are only scheduled for review in several years time and such timescales need urgent reconsideration.
71. The responsibilities for co-ordinating subjects and aspects of the curriculum are shared appropriately and defined clearly. Medium-term planning is examined by the relevant coordinators in order to check the provision in their subjects. These help ensure that there is an appropriate emphasis placed on literacy, numeracy and ICT skills, although in recent years there has been less of an emphasis on some subjects which has resulted in them being under represented in the curriculum and having less teaching time. In design and technology this has resulted in standards not being maintained since the last inspection and pupils' skills, knowledge and understanding being below that expected for their age.
72. The procedures for the monitoring of teaching and the curriculum are effective. The school has focused on the teaching of literacy and numeracy in recent years, although the headteacher also observes lessons across a range of subjects. The focus of the observations is shared with staff beforehand and feedback from lesson evaluations is provided in a constructive way to aid improvement. There are good written evaluations produced by the headteacher showing insight and perceptiveness, the process aided by the headteacher's extensive training in this work. However, records by subject co-ordinators tend to be brief and less thorough. An area that has not yet been subject to regular scrutiny by the headteacher and senior staff is the monitoring of the extensive work of support staff when they teach groups. Although observation of this on the inspection indicates that much is of good quality, a systematic monitoring programme needs to be built in as part of the school's work, for example of the way that pupils are reintegrated into their classes so that there is minimal disruption to their learning.

73. The school's mission statement which aims to '*create a happy, secure, stimulating and challenging learning environment in which each child can develop their full potential*' is well communicated to parents through the school's prospectus. These aims are well reflected consistently throughout all the school's work.
74. The work of governors is good and contributes to the school's good standards and quality of education. The governors show a good understanding of the school's strengths and areas for improvement. They are involved in the work of the school in a purposeful way and many help out in classrooms, often as a way of monitoring the work of the class they are 'attached' to. These governors having a very good understanding of the issues the school faces and this means that the governing body, as a whole, is better informed, as a result. Appropriate governing body committees work effectively and successfully to ensure that most statutory requirements are met. There is, however, some information required by law, which has been omitted from their prospectus and annual report to parents. The school's health and safety policy, a requirement outstanding from the previous inspection, is only in draft form and governors do not have a programme for assessing all risks. These issues need to be urgently addressed.
75. School improvement planning procedures are well established and the school thoroughly reviews the outcomes of its work. A good sense of school progress is gained from the school's highly detailed self-evaluation of its actions. The consultation process ensures that the views of staff and governors are considered before priorities for inclusion to the plan are agreed. Areas for improvement are listed clearly and co-ordinators produce actions plans to support each key action in relation to their responsibilities. Although there is a great deal of discussion about the plan and its progress is monitored well, there is a lack of clear criteria by which the school can properly assess the impact of its work in relation to raising standards. The priorities for development are relevant and are what the school needs to focus upon; however they could be better prioritised and costed in more detail. Only outline costs are identified for whole school initiatives, although this is better in subject planning.
76. The provision for pupils with special educational needs is managed soundly. The support directed to pupils who have particular needs is well organised and this and the specific teaching for some pupils, helps them make satisfactory progress. However, the school's register does not identify the details of pupils' needs sufficiently, nor is it a useful document to track pupils' progress through the stages as this information is not available. The use of IEP targets in lessons is limited and this area of work needs improved monitoring. Regular reviews of pupils' targets are held and parents involved, although documentation relating to meetings is not sufficiently clear about the contributions parents have made. The school has recently reviewed the policy for SEN, although this is based on previous government guidance. The co-ordinator has, however, been on recent training and although the policy is not due to be updated until 2005, the school has brought this forward in the light of the new Code of Practice.
77. The school tries hard to provide equal opportunities for all and overall this is satisfactory. However, better monitoring of pupils who miss parts of lessons, because of specific teaching away from their class and of pupils' who are in classes with mixed year groups needs to occur to ensure that pupils do not miss out on the experiences their peers receive. The school makes sound provision for all its pupils, irrespective of gender, race, ability or background.

Staffing, accommodation and learning resources

78. There are sufficient numbers of suitably qualified and experienced teachers to meet the demands of the curriculum for pupils at all stages in their education. There are good numbers of highly effective support staff who support and enhance the quality of the teaching. All staff are deployed effectively.
79. The requirements for appraisal are met through the successful implementation of the school's performance review procedures for all staff as well as the nationally agreed performance management programme for teachers. There is a very strong valuing of staff's skills and investment in their development. As a result, the school obtained Investors in People (IIP) status in a very short time and has also recently obtained the Basic Skills Award. Very effective use is

made of all staff, especially the high quality support staff who are instrumental in supporting pupils' literacy, numeracy and ICT through specific teaching groups led by these staff. Through all these initiatives, the headteacher has built a strong staff team, highly committed to improving further and which has a good capacity to do so. It is well on its way to becoming an even higher performing group of staff. A good induction programme supports new members of staff well; this is carried out by teachers and governors; for instance, a governor is responsible for the induction of non-teaching staff and recently provided a programme for a new midday supervisor. This appropriately emphasised health and safety and child protection issues, although these are aspects not identified in the aims of the school's induction policy.

80. The accommodation is satisfactory overall, although there are still some major deficiencies. The school building was remodelled and extended in 2000. This has provided much needed space and addressed most of the issues relating to the accommodation identified in the last inspection, especially those relating to health and safety matters caused by the deficiencies in the fabric of the building. The site is small, however and with little additional outside space, this means that the pupils' playground is very small. However, pupils respect the area and play very sensibly despite the restriction this causes. This area has also been improved with playground markings and seating and now has a separate playground for Reception children. The school has further plans with the Diocese to extend the building further to address the remaining deficiencies in accommodation. The classrooms in the old part of the building, although large, have to be used for indoor gymnastics, assembly and dining. This part of the accommodation is unsatisfactory. It limits pupils' attainment in physical education because gymnastics cannot be fully provided and results in time lost in reorganising rooms when changes of activity occur. Standards of cleaning and caretaking are high and the internal environment is enhanced by good quality displays of pupils' work and their achievements. The classrooms, very small library and separate computer suite are all used well to effectively support the curriculum. The school has tackled its previous ventilation problems well through the installation of air conditioning.
81. The school resources for learning are satisfactory. They have been considerably enhanced by the use of funds to increase the number of computers which is now slightly better than one computer per nine pupils; this is a good ratio. They are good in English, mathematics, science, ICT, geography and history. However, they are unsatisfactory in design and technology and physical education (gymnastics). This limits the progress that pupils can make in these subjects. They are satisfactory in all other subjects.

Financial planning

82. Financial planning is good and the strategic management of all resources is also good. Governors consider carefully how actions identified in the SIP will be funded. However, the actual detail of the funding is not always shown in the plan. The governors' finance committee, headteacher and efficient school administration co-operate very effectively to monitor spending and ensure efficient financial control. Administrative staff are appropriately trained and make good use of ICT to support financial management. The very recent LEA audit found financial systems to be sound and the school is in the process of addressing the outstanding minor recommendations.
83. Effective use is made of all the funding available for the school. Grants for specific purposes are used appropriately and good use is made of that element in the school's budget for supporting pupils with SEN. The relatively large amount of money carried forward from the last financial year was the result of an unexpected windfall from the 'payback' of the previous headteacher's injury compensation claim. This money is to be used to support the school's contribution to the additional accommodation plan, should it be successful and get grant aid from the Diocese.
84. The school makes very good use of new technology for its administration and in teaching. Office systems for management information are well developed and information is easily retrievable, although a recent audit report identified that a minor improvement was that better systems for 'backup' were needed. Most teachers exude an enthusiasm and confidence for using ICT in their lessons and especially the use of the school's multimedia projector and portable computer for demonstration in the whole class parts of lessons. This works very effectively and enhances pupils' learning very well. Pupils' work and records in ICT have begun to be put on the school's

computer network, although this has not extended to other subjects as yet. Some teachers use ICT in their planning and make much use of a computer in the preparation of materials for pupils' learning.

85. The principles of gaining best value are relatively new to the school and governors have not yet had training in this area. The school has always been adept at gaining good value for money from supplies and services, such as in the provision of the school's new computer suite, although it is less informed on how the principles of challenge, comparison and consultation can help raise standards. However, the monitoring of school performance is good and results are thoroughly analysed so that challenging targets are set. The headteacher provides comprehensive information to enable governors and senior management to compare the school's performance locally and nationally. The increasing emphasis placed on setting school and pupil targets in key areas such as literacy, numeracy and science is an indication of the school's commitment to continue to raise standards. There is increasing pupil consultation through the pupil council although canvassing the views of parents is an area where the school could do more. Overall, the school makes sound use of the principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards in the school and the quality of education even further, the headteacher, senior management team and governors should:

- raise standards in design and technology and physical education;
(paragraphs 12, 16, 121, 141)
- improve assessment procedures in subjects other than English, mathematics, science and ICT;
(paragraphs 59 and 60)
- ensure that teachers' planning takes account of pupils' different abilities and ages, shows clearly what the different groups of pupils (including those with SEN) are expected to do and learn in lessons and that the outcomes for them by the end of the lesson or series of lessons are clearly identified;
(paragraphs 31 and 36)
- ensure that the school improvement plan identifies the school's targets and actions in order of importance and that the success of these can be evaluated effectively; and
(paragraph 75)
- adopt a formal health and safety policy and ensure that a programme for the assessment of all risks is rigorously undertaken.
(paragraphs 52 and 53)

Other minor issues for consideration in the school's action plan:

- the planning and policy reviews should be arranged on a more strategic basis;
(paragraph 70)
- the governing body needs to understand the principles of best value and how these can contribute to standards; and
(paragraph 85)
- pupils' absence should be properly recorded in registers and better monitored overall.
(paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	31	14	1	0	0
Percentage	1	17	54	25	1	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	176
Number of full-time pupils known to be eligible for free school meals	18

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	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	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.7
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	15	8	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	18	21
Percentage of pupils at NC level 2 or above	School	87 (90)	78 (90)	91 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	19	21	21
Percentage of pupils at NC level 2 or above	School	83 (90)	91 (90)	91 (90)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year. Results for boys and girls are not shown separately because of the small numbers of pupils taking the tests or being assessed.

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	17	12	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	17
	Girls	10	9	11
	Total	23	23	28
Percentage of pupils at NC level 4 or above	School	79 (76)	79 (86)	97 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	15	16
	Girls	8	11	11
	Total	18	26	27
Percentage of pupils at NC level 4 or above	School	86 (81)	90 (90)	93 (100)
	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	4
White	146
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)	7
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	121

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	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
	£
Total income	339,673
Total expenditure	291,504
Expenditure per pupil	1,657
Balance brought forward from previous year	7,188
Balance carried forward to next year	55,357

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	176
Number of questionnaires returned	49

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	67	31	2	0	0
Behaviour in the school is good.	61	37	0	0	2
My child gets the right amount of work to do at home.	47	47	4	0	2
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	59	31	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	0	4	2
The school expects my child to work hard and achieve his or her best.	67	31	2	0	0
The school works closely with parents.	61	27	8	2	2
The school is well led and managed.	65	24	6	0	4
The school is helping my child become mature and responsible.	59	39	2	0	0
The school provides an interesting range of activities outside lessons.	41	41	8	0	10

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

86. Overall the children have below average skills in all areas of learning on entry to the school's Reception class, although a small number of children have above average skills. This is because of the school's very mixed area from which it draws its children and the known care and support for children with additional difficulties. All children, including those with SEN, make at least sound progress in all areas of learning by the time they leave the Reception class and almost all achieve or exceed the levels expected for their age. Assessments made shortly after the children enter the school ('Baseline assessments') show there to be a higher proportion of children at the lower levels of attainment in the current Reception class, than for Derbyshire in general; these children had made at least sound and often good gains in their learning by the time of the inspection and the proportion of children attaining below the average was reducing. In this year group, a small number of children are not in line for attaining Early Learning Goals in all areas of learning, although a significant number of children will also well exceed them.
87. The quality of the teaching of children in the Reception class is good in all areas of learning, except for creative development, where it is sound. It is strongest in communication, language and literacy, where it is often very good and children are given careful models for extending their speaking and listening skills and systematically supported in their early literacy skills. However, some of the impact of the good teaching is lost because the planning is insufficiently detailed and does not identify what different groups within the class will learn. This means that learning over time is sound rather than good, as children's prior learning opportunities and skills are not always built on. Links to the medium-term planning or Foundation curriculum and the intended learning outcomes are insufficiently identified, particularly in non-adult supervised activities and 'play activities'. There is no specific written policy for children of five years or under, although provision has been strengthened since the last inspection because of the new accommodation, the fenced outdoor play area and the linking of the medium-term planning to Early Learning Goals as well as to National Curriculum programmes of study. This means that, although lessons are timetabled as National Curriculum subjects, the co-ordinator and teacher are able to check that all areas will be sufficiently covered over time. Records of work covered on a day-to-day basis are too sketchy, however, to monitor what has actually been covered and children's responses to it. However, assessment and monitoring of children's progress is good and has been strengthened by the introduction of a new procedure, used also by the nursery from which most children come. This, plus the use of baseline assessment provides a very good basis for tracking individual children's progress across all areas of learning as well as children's general responsiveness and enthusiasm for learning.
88. Resources and accommodation for the Reception class are good; the outdoor play area is small but well used. More focused opportunities for large play and role play would enhance children's learning opportunities further. Support staff are generally well used in the Reception class and most contribute very effectively to children's learning. Occasionally, opportunities for extending children's learning are lost, however, because staff concentrate more on the management of an activity, rather than on extending what the child can do or say. There is very strong support for children's spiritual, moral, social and cultural awareness. Children are encouraged to celebrate and wonder at what they see, hear and do. There is an ethos of care and concern for others and mutual respect is carefully nurtured.

Personal, social and emotional development

89. Children began the year with slightly below average skills in this area of learning, but they have made sound progress. In all sessions observed, children's attitudes and behaviour were good and they were very good in a minority of lessons. The children behave very well outdoors in the small outdoor play area and at playtime, they share resources unselfishly and play together well. In a numeracy lesson children were very keen to participate, answer questions and contribute to lessons. In literacy sessions they listen carefully to each other and applaud each other's

successes. Almost all the children change for physical education lessons with little adult help needed. They are enthusiastic in lessons and respond well to teaching and non-teaching staff. They settle quickly to group activities, chatting about what they are doing but also supporting and helping each other. They enjoy the opportunities they have to be 'helper of the day' and readily help to tidy up. This supports their growing sense of responsibility, as do the opportunities that are provided for reflection at the beginning and end of lessons. Very clear messages from their teachers and relevant stories help children to learn to distinguish right from wrong, to have respect for each other and to form constructive relationships with peers and adults.

Communication, language and literacy

90. Children make good progress in this area. On entry to the school a significant proportion have speaking and listening skills below average and some need speech and language support for these difficulties. The children are given frequent opportunities to listen and extend their vocabulary; for example, during storytelling, answering questions and interacting with peers and adults during activities; when finger painting. They listen attentively when new rhymes and stories are introduced and those with poorer attending skills are quickly brought on-task by their teacher's encouragement. Very supportive teacher and support staff questioning enables most to express their wants and needs and to demonstrate their understanding. The highest attaining children speak confidently in small group and whole class sessions and use the new vocabulary such as *illustrator* and *author* that they have learned. In the 'Baby Clinic' imaginative play area they use the vocabulary they have been learning in their topic work and enjoy the opportunities for role-play provided here.
91. Children make good progress in early reading and writing activities. They distinguish print from pictures and can follow a text with adult support. Most know some initial letters and sounds and higher attaining children can build up simple words such as *cat* or *fish*. Children recognise a growing number of familiar words on sight. Most children can write their names independently and enjoy writing freely. They 'have a go' at writing their own stories, news and captions and can read back what they have written, even when this is not in conventional spelling. Higher attaining children have a growing bank of words that they read and write and some write several short sentences. They make reasonable attempts at unknown words. Children show great respect for books and choose books themselves to take home. A significant number read short sentences confidently in their reading scheme books and talk with understanding about what they are reading. They are very proud of class books such as *Elmer the Elephant*. They have regular practice at handwriting patterns and are learning to form letters legibly. Most develop good pencil control. Children's work in communication, language and literacy is well planned and monitored to fit in with the school's literacy strategy, as well as with the Early Learning Goals.

Mathematical development

92. Children make sound progress in their mathematical development and their attainment is comparable with others of their age. They can count to ten and are learning to double numbers such as two and five. Some count forwards in two's and ten's. They know the names of basic shapes and can fit them together to make other shapes. The more able know how to write down simple sums, write the numbers accurately and know that to count on, you must hold the number in your head. They cope readily with simple sums, drawing the remaining objects to make up ten. Children form numbers accurately and know the meaning of what the figures represent. They begin to use words like *shorter*, *longer* and *taller* accurately. Through their sand and water play they form early understandings of volume and capacity, although there is limited planning to ensure that these opportunities are fully exploited.

Knowledge and understanding of the world

93. Progress in children's knowledge and understanding of the world is satisfactory and has many good features; children's attainment is in line with national expectation. Children have opportunities to experiment with the properties of water and sand. They learn about people and places in and beyond their environment; for example, through the use of stories such as the *Train Ride* and their topic on *Seasides*. In history they learn about growing up and are amazed at the pictures of their

teacher as a child. Stories such as *Once there were Giants* reinforce this and the teacher's good explanations enable all children to move on in their understanding of how things change over time. Few construction materials were observed in use. In geography they learn about rivers and features of their locality, which they compare with their seaside topic. Good use is made of computers to support children's learning and most use a mouse confidently to open up a programme and to 'click' on the right answer or to drag a feature. They demonstrate skills and vocabulary use above expectations in their use of ICT in the computer suite and are very enthusiastic and attentive in the small group sessions provided. They have completed work on special people and 'beginnings' and 'promises' in learning about their religion and religious beliefs.

Physical development

94. Children's progress in physical development is satisfactory overall, although the limited indoor accommodation means that there are few opportunities to explore and develop gymnastic skills. A small outdoor playground offers some climbing and large toy play opportunities and music and movement / dance lessons in the classroom extend children's body awareness further. This allows children to make adequate progress in their co-ordination, body awareness and grosser physical skills, although more could be done to extend children's skills and to challenge them whilst they are in the outdoor play area. Children make good progress in manipulative skills using equipment such as pencils, crayons, scissors, paint, brushes, glue and some construction equipment. They join in outdoor physical education and dance lessons, have some supervised group time in the outside play area and have playtimes to practise skills such as running and jumping. They change for lessons without too much support. They follow instructions accurately and change movements according to instructions such as becoming a different animal.

Creative development

95. Children make satisfactory progress and attain expected standards. They have good opportunities to draw, colour, paint, cut and glue and are developing increasing control in using different techniques such as drawing, cutting and colouring. They know a range of colours and are encouraged to observe colours and shapes closely. Children are developing the ability to represent the world around them and to produce recognisable drawings, paintings or models. Sometimes, however, the techniques that children are to use are insufficiently explored with them and supervised, so that they quickly forget an activity's purpose, for example, they use their finger as a paint brush, rather than their finger tips for light dots as they were meant to. The children are learning to sing tunefully and join in readily at singing, speaking and listening times with a range of nursery and action rhymes, songs and hymns. They can clap in time to a refrain of a song and some move rhythmically whilst they sing. Little work with musical instruments was observed. There are some opportunities for structured and unstructured role-play to develop and stimulate children's imaginations, for example through the 'Baby Clinic' created for the topic being studied. However, there is limited adult support available to extend this and little guidance is given to children as to thinking points for their 'play' activities that will help them extend their skills in this area further. Staff teach pupils how to use materials and tools in a safe way and children respond to this guidance well.

ENGLISH

96. The school has improved the standards of reading and writing and maintained standards of speaking and listening compared with those found at the time of the previous inspection. It has been particularly successful in supporting the achievements of higher attaining pupils in English, which was a weakness identified previously. In 2001 the number of Year 2 pupils achieving above national expectations (Level 3) was well above average in reading; in writing it was above average. Similarly, the number of Year 6 pupils achieving above national expectations (Level 5) in English was well above average. Data shows that these pupils made good progress in English, from their test scores when they were in Year 2. Girls repeatedly outperform boys in reading and writing by the end of Year 2, although this difference is considerably reduced by the end of Year 6. The school itself has identified such a difference and has introduced a range of measures to target underachieving boys and those who are reluctant writers to support their progress.

97. Inspection evidence confirms that standards in speaking and listening and in reading are above average in English and other subjects by Year 2 and Year 6. In writing, they are slightly above average at the end of these year groups, although pupils' spelling and handwriting skills are average. Throughout the school, pupils make good progress in speaking, listening, reading and writing; their progress is strongest in reading, where it is often very good, from children's starting points and is more wide ranging in speaking, listening, writing and spelling. Progress of pupils with special educational needs is satisfactory in relation to the targets in their individual education plans.
98. Pupils' speaking and listening skills are good at both key stages. Pupils generally listen attentively, often with enthusiasm, to staff and peers in whole class and group activities; for example, when listening to, or discussing, features of stories or other texts. Pupils attend well in activities such as guided group reading or writing and in lessons in other subjects. Younger pupils listen carefully when the school's cook describes how she sets about establishing her week's menu. Older pupils listen well to each other's ideas, as they work out the difference between fact and opinion in texts. Staff provide very good role models in the way that they treat pupils' contributions with respect, whilst clearly signalling to them what is good about the answer that they have given, or how they could improve it. Pupils' speaking skills are above average at both key stages, although there are individual pupils who have less developed speaking skills at both key stages, particularly in Years 1 and 2. These pupils are very well supported by staff, who extend their language well and give them time to express themselves. By the end of Year 2, the majority of pupils are confident speakers, willing to share their work in the groups and proud to share their ideas in assemblies or whole class sessions. They talk freely about their work and are quick to incorporate the new vocabulary that their teachers use about their topics or their English work. They use subject terms such as *author*, *illustrator*, *adjective*, *verb* and *noun*. They describe how the *Rainbow Fish* feels in a story read to them and how other fish feel. Higher attaining pupils use words such as 'dialogue' when discussing their 'Big Book' work. By Year 6 most pupils are articulate speakers who express themselves clearly and, when required, can expand their answers confidently. They use a range of English terms such as *alliteration*, *imagery* and *symbolism*, when talking about the poetry or texts they are reading. They can explain what they are doing with accuracy and with increasingly complex language and take careful account of the listeners' needs. A small number are less secure when presenting their reasons for their views or their ideas and need encouragement to speak out in lessons. The school has identified the need to have a more planned and consistent programme for speaking and listening in place, to enable these pupils to make even stronger progress.
99. By the end of Year 2, pupils' reading skills are above the national average. Pupils in Year 1 recognise and blend the sounds in words ('phonics') when reading new words, recognise familiar words in a text and show a developing knowledge of features of print such as *full stops* and *capital letters*. They handle books with care and enjoy stories tremendously. Pupils in Year 2 read simple texts with accuracy, interest and developing fluency. They can name favourite books and know the *title*, *author's* and *illustrator's* name. Even where pupils were less fluent readers they were keen to talk about their reading and most identified a favourite author or book that they read at home. Average and higher attaining pupils understand that a fiction book has stories within it and that non-fiction books are 'true' and can be used to find out information.
100. By the end of Year 6, pupils' attainment in reading is above average and a significant minority attain well above average. Most pupils read challenging texts independently, accurately and fluently and use their reading skills well to research, either on the Internet, or through books. They can recall earlier parts of a story well and talk of favourite books and authors. With their teacher they read *Harry Potter* stories with understanding and comment on differences between the book and the film. Pupils use dictionaries and a thesaurus appropriately and also have other developed strategies for approaching unknown words, such as using skimming, use of context or using more complex blends. Reading skills are systematically supported throughout Years 3 to 6, as pupils learn to read effectively for information and begin to identify features of characters, read a range of different types of text and have their attention drawn to text features. Pupils in Year 3 use an index well to identify the information in their history book they need. In Year 5 they identify persuasive writing in a newspaper and read it competently and with expression. By Year 6 they research a topic on 'evacuees' using text and ICT resources. Lower attaining pupils in this group

are helped to think more carefully about what they are reading because of the very good support provided by the teaching assistant.

101. Pupils' standards in writing are just above average at both key stages, although there is a much broader spread of attainment in this area and in spelling than for other areas of English. A strength of the writing curriculum throughout the school is that almost all pupils write freely and are confident to put 'pen to paper'. The careful support for pupils' writing confidence in the Reception class is built on well by the teachers in Years 1 and 2 so that by the end of Year 2, pupils write independently and are able to read back what they have written, although some rely heavily on non-conventional spelling. By the end of Year 6, pupils write confidently for a range of purposes. They learn about taking notes from other texts, design advertisements and write poems which demonstrate good vocabulary choices and use of simile and imagery. They write short stories and are beginning to identify strengths and weaknesses in their own and others' writing. There is a steady improvement in punctuation and spelling as pupils progress through the school. However, a significant number are still experiencing difficulties with spelling and there is a need for the school to detail more clearly how and when spelling rules will be taught and how pupils' work will be 'corrected.' Standards of handwriting are in line with the national average by the end of Years 2 and 6. By the end of Year 2, pupils form letters accurately, legibly and their joined writing is developing appropriately. By the time they are in Year 6, pupils' handwriting is fluent. The presentation of work is generally good.
102. Pupils' attitudes and behaviour in English are very good overall. Pupils attend well and are very appreciative of the support that their teachers and others give them. They take care with their work and try to incorporate the advice of their teachers in it. They and their teachers use ICT well to support their learning in English – to practise new skills, to research and to plan, present and revise their work. 'Booster' literacy classes, ELS and the 'Additional Literacy Strategy' are implemented well.
103. Teaching is good overall and is sometimes very good. Very good teaching was seen in one lesson, where the teacher's careful planning and clear presentation of the task to the pupils, enabled them to succeed well in an activity identifying fact and opinion in a newspaper. Most teachers tell stories expressively, bringing the story to life for the pupils – as in a Year 2/3 class telling of *The Boy who cried Wolf*. This enables pupils to attend for sometimes very long periods of time. Work is generally carefully planned to take account of individual and groups of pupils' needs and lesson objectives are shared with pupils. This means they are clear about what they will learn. Some individual teachers make good use of positive, detailed marking, but there is inconsistency in this area. Most teachers make effective use of the plenary sessions at the end of lessons to reflect on pupils' learning. They also have very good relationships with pupils and support pupils' independent and collaborative work very well. Occasionally the pace of a lesson is too slow and fails to retain the pupils' interest. Learning support assistants support pupils very well in whole class and group sessions and when they withdraw then for individual or small group support.
104. The curriculum in English has been strengthened well by the school's response to the National Literacy Strategy. It is broad and balanced and meets statutory requirements. Assessment and monitoring procedures are now strong, although the quality of the written reports provided for parents is variable. A range of formal and informal assessments supplement well the statutory tests, including a reading test. There is however a need to use more detailed procedures to help identify the specific needs of some children who are making slower progress in English more specifically. More use could be made of retained samples of work for documenting progress more systematically.
105. English is well managed by a strong and committed co-ordinator who has a clear vision for the subject, regularly monitors the planning and teaching of literacy and has identified the need to develop further both the spelling and the speaking and listening programmes. She is involved in analysing pupil performance and target setting at whole school level, as well as over-viewing standards in general. Within English there are many opportunities provided that support pupils' spiritual, moral, social and cultural well-being and pupils' responsibility for their own learning is supported very carefully.

MATHEMATICS

106. In the 2001 National Curriculum tests, the percentage of pupils in Year 6 attaining the expected level for their age (Level 4) or higher was above the national average. The percentage attaining the higher level (Level 5) was well above the national average. The pupils' performance was well above average in comparison with those in similar schools. During the last four years, the upward trend has been broadly in line with that seen nationally, but the results for 2001 showed a significant improvement. They are above what might have been predicted given the pupils' performance at the end of Key Stage 1. The last inspection report said that pupils attained average standards. Test results and inspection evidence indicate that pupils made good progress, except for those with special educational needs whose progress is satisfactory. Overall their standards are above average by Year 6. There is a difference in the attainment of boys and girls and the school is attempting to rectify this.
107. In the year 2001 national tests, the percentage of pupils in Year 2 attaining the expected level (Level 2) for their age, or higher, was in line with the national average. The percentage attaining the higher level (Level 3) was well above the national average. The pupils' performance was well above average in comparison with those in similar schools. Since a fall in standards four years ago, the upward trend has been above the national average. The pupils' attainment on entry to the school is below average. Test results and inspection evidence indicates that pupils make good progress except for those with special educational needs whose progress is satisfactory. Overall their standards are above average by Year 2.
108. By the end of Year 6, most pupils recall quickly and accurately multiplication and division facts to 100. Higher attaining pupils use this information to calculate that 25 divided by 6 is 6.25 rather than 6 remainder 1 and to successfully divide hundreds, tens and units by tens and units. Average attaining pupils divide hundreds, tens and units by units. Lower attaining pupils are held back because their recall of multiplication and division facts is less certain. The school will do well to achieve its target of 81 per cent of pupils attaining Level 4 in the national tests. Higher attaining pupils are extended with a number being entered for Level 6. Scrutiny of work indicates that the full range of National Curriculum attainment targets are covered. By the end of Year 2, pupils use information and communication technology to display a bar graph. Higher attaining pupils learn place value to 1000 and plot coordinates in the first quadrant. Average attaining pupils add and subtract within 20, round numbers to the nearest 10 and identify three dimensional shapes. The lower attaining pupils do the same work but less accurately.
109. Teaching and learning range from very good to satisfactory and are good overall. Good and very good teaching is characterised by a brisk start to lessons with quick fire mental questions, which focuses pupils' attention and so encourages their learning. Group work is set that is appropriate to the attainment of the pupils and so maximises learning. Plenary sessions reinforce the learning objectives. Planning is thorough and follows the National Numeracy Strategy objectives closely. All pupils are expected to write their answers individually and these are displayed so that teachers can assess whether the pupils have understood a particular problem. Sometimes in group work the pupils only write the answer in their book without showing the working. This does not help the teachers to see where difficulties have occurred. The pupils' attitudes and behaviour are very good because they find the work their teachers plan interesting, motivating and challenging. They are keen to take part and to answer questions and they persevere well in group activities. Good relationships are apparent and pupils' readily answer questions with confidence, with others listening well and showing their appreciation when good ideas are put forward.
110. The coordination of the subject is good. Assessment is used well to monitor standards. The pupils are aware of their targets and what they must do to achieve them. Teaching is monitored and the chair of the governors' curriculum committee underlines the importance of this by taking part. There is evidence of the contribution of numeracy to science and design and technology but insufficient use of information and communication technology is planned. The springboard programme has been introduced to help lower attaining pupils. Resources are good. The policy document needs to be updated.

SCIENCE

111. The pupils' standards in science have improved since the last inspection. This improvement has been largely due to the recent emphasis the school now has on supporting higher attaining pupils and providing for their particular needs. Standards are above those found nationally and the great majority of pupils, including those with special educational needs, make good progress in relation to their prior attainment. This is an improvement on the most recent national tests. In the 2001 National Curriculum tests for pupils in Year 6 and the teachers' assessments for pupils in Year 2, the school's results for pupils attaining at the expected level or above were in line with the national average. Since the last inspection, there has been a reasonable increase in the proportion of pupils achieving at the higher levels. In Year 2, 30 per cent of pupils achieved at the higher level (Level 3), an above average percentage, although in Year 6, at 34 per cent this was average.
112. Throughout the school, the pupils make good gains in their scientific knowledge and understanding across all areas of the subject and acquire appropriate scientific vocabulary to support their learning. There are some variations, however, due to the organisation of classes and the quality of some of the teaching. Year 2 pupils in the Year 2/3 class make very good progress due to the high expectations of the teacher and the high quality teaching. In the Year 1/2 class, the amount of work produced is nowhere as great and the depth of work is similar to that provided for Year 1 pupils. Although some individual Year 2 pupils' knowledge is strong in this class, such as in identifying how aspects of the human body functions, the work in their books does not reflect this. In some books there is considerably less written work than in the Year 2/3 class. Overall, pupils' knowledge is strong and they can distinguish which food is healthy and which is not. For instance, one said, 'that's the trouble with children, they always like sugar....' They have a good developing knowledge of food groups such as *carbohydrate* and *protein* and that protein makes muscles grow. The school reinforces pupils' understanding well by the use of visitors such as the school cook who talked about nutrition to the Year 1 / 2 class during the inspection. As pupils progress through Years 3 to 6, some very good teaching reinforces pupils' ideas of how to set up an investigation, for example in the Year 4/5 class. This makes a significant contribution to pupils' observational skills, especially in examining the re-productive organs of flowers through the use of a computer controlled microscope and through the teacher's thorough introduction to the work, using a multimedia presentation. In Year 3 a well set up investigation into what plants need to grow, resulted in pupils deducing that leaves were a very important feature of plants and that if they are covered up (by aluminium foil, in this case) the plant does not grow as well as when the leaves are exposed to sunlight. By Year 6, pupils identify the three functions of a stem, but can also identify how they could design a test to show that water rises up the stem. Pupils use vocabulary appropriately and clearly have extended their biological knowledge of plant growth and functioning.
113. Higher attaining pupils in Year 6 demonstrate a very good understanding of the nature of photosynthesis and how chlorophyll and chloroplast cells in leaves gain energy from the effects of sunlight acting upon them. They are able to write 'word equations' to represent this and some are able to produce the chemical equation. There is clear evidence that the research they have undertaken and the very strong emphasis on personal study, has not only improved how they learn, but also deepened their knowledge well in relation to aspects of science normally taught in secondary school.
114. The quality of teaching is good overall and ranges from satisfactory to excellent. Teachers are enthusiastic and knowledgeable and pass this onto pupils, who really enjoy the learning of science. The use of a wide range of interesting ways to help pupils understand what they are to learn, but especially the use of well-presented multimedia presentations, really holds the pupils' interest and means they are clear about the ideas to be developed throughout the lessons or a series of lessons. Most science learning is effectively planned though the use of experiments and investigations. Practical work is well taught and pupils develop the idea of a 'fair test' early on in the junior department, understanding the reasons for keeping one factor in an experiment the same. Older pupils have a good grasp of 'variables'. There is a good balance between practical work and pupils' recording their results, although some pupils would benefit from the use of guidance for how they write up their investigations and results. This is currently being arranged by the co-ordinator and a range of 'frames for writing' which provide appropriate challenge and

guidance for pupils in different year groups, are in draft form. Good emphasis on literacy is provided, especially in the use of the correct tense when pupils write their results. Pupils are always required to reflect on the accuracy of their results and are helped to make good scientific conclusions. Good emphasis is placed on challenging pupils to think for themselves and express their understanding.

115. Thorough lesson planning and a good range of resources and equipment provide good support for teaching science. Some use is made of data logging equipment for measuring changes and events in science, but this equipment's use is not always systematically planned. The subject co-ordinator provides effective support for teaching and support staff and has monitored teaching in selected classes across the school. He has a general overview on standards and knows where the subject needs to develop further. The action plan for the development of the subject needs to be more clearly linked to the raising of standards. Overall, there has been good improvement since the last inspection, when very few pupils attained at the higher levels in the subject. Progress by older pupils was disappointing then, but is now good and their previous knowledge is now built on well.

ART AND DESIGN

116. The pupils' attainment at the end of Year 2 and Year 6 is in line with that expected of pupils at this age. This reflects the position at the time of the last inspection. Pupils, including those with special educational needs, make satisfactory progress. A wider range of experience is available to the pupils than at the last inspection but teachers do not always have the knowledge of pupils' standards to ensure that the experiences that they plan build on their previous learning well.
117. Pupils in Year 1 show good control as they use their sketch books and a range of materials that include pastels, charcoal and pencils. In other work on display, they have taken crumpled paper to make daffodils as part of pictures about spring. Both classes with Year 3 pupils have used clay to make models as part of the school's work about Benin. They have also experimented with tie-dyeing. Years 2 and 3 have closely observed Monet's picture of 'The Bridge at Giverny' and have painted their own scenes in the same style. These show a good awareness of the techniques of composition. Year 4 pupils have extended their knowledge by working on the use of shading and colour mixing and matching. Year 6 have painted pictures based on impressionism after looking at the work of a number of different artists. In Year 5, pupils use magnifying glasses and a digital microscope to examine and draw plants carefully as part of their work in science.
118. In lessons seen, teaching and learning range from satisfactory to good and are good overall. In a lesson where the teaching was good in Year 6 the learning support assistant is a professional artist. She enhances the pupils' knowledge by talking about the importance of making notes on sketches, that can be referred to later and how to shade to good effect. Both she and the class teacher give good individual support as pupils use the area around the school, including Arches Wood. This work will be used to contribute to banners which will be displayed in Glossop as part of a project connected with the Commonwealth Games. This will make a good contribution to the pupils' social and cultural development.
119. The pupils' attitudes and behaviour are good. Both inside and outside the classroom pupils are quickly involved and this enhances their learning. Year 6 pupils talk easily about the link between the artists and composers they have studied.
120. Coordination of the subject is satisfactory. Continuity and progression are planned for by adopting schemes of work based on national guidance. Good use is made of expertise within the school but the Commonwealth Games project will be the first time visiting artists will have been used. The co-ordinator is aware of the need to develop a portfolio of moderated work so that the school has a firm grasp of the standards that pupils achieve. Resources are satisfactory.

DESIGN AND TECHNOLOGY

121. Standards near the end of Year 2 and Year 6 are below the levels expected nationally. This is deterioration since the time of the last inspection when they were deemed to be satisfactory. This decline is due, principally, to the low priority given to the development of the subject and the co-

ordinator's emphasis on improving the other subject he was responsible for. As a consequence, the co-ordinator has been unable to influence practice in the classroom. He has not been able to raise teachers' knowledge and understanding of the subject, nor has he been able to show teachers what standards they should reasonably expect from their pupils. There is no system for assessing and recording pupils' development of skills or knowledge, except at the end of the academic year when the school produces its report to parents. While pupils may show that they are capable of meeting expected levels of attainment in individual lessons there is very little to support the progressive use and development of this potential. Their progress is unsatisfactory, therefore and their achievement, by the time they leave the school, is limited.

122. Pupils in Year 2 have designed and made wind-up models, such as windmills, which work on the power of a tensioned elastic band. Good links were made to forces in science. There was little evidence to show that the models produced were evaluated, to identify the good features of their design and how their design could be improved. In Year 3, they produced lighthouses and considered how they would make a circuit to make the light work. By Year 6 they have looked at musical instruments and considered how they would make their own. They have also designed shelters. Discussions with pupils indicates that some informal evaluation takes place but planning shows that this is not regularly part of the 'design and make' process. Pupils' progress in the knowledge and understanding of materials is stronger than their ability to work with tools and other equipment, but overall their progress is limited.
123. It is not possible to make a judgement on the quality of the teaching as no lessons were able to be seen during the inspection. Standards are low because there is little continuity in the way skills and knowledge are built up and there is not enough time to learn the subject. The co-ordinator has no opportunity to monitor and evaluate the quality of teaching through direct observation and is not in a position to influence it for the good, through, for example, demonstration lessons. Although the subject policy has been updated in the last two years, the role of the co-ordinator identified in the document is limited. The subject was reasonably resourced at the time of the last inspection but overall there are limited materials and tools to offer the full range of opportunities in the subject.

GEOGRAPHY

124. Only a limited number of lessons were seen during the inspection in geography. The subject is taught within the school's topic cycles derived from the National Curriculum programmes of study. Observations, scrutiny of work, discussions with the subject co-ordinator and with staff and pupils support the judgement that the school's provision for geography has been strengthened since the last inspection. Pupils' attainment is in line with what is expected nationally by Year 2 and Year 6. The school has recently introduced a commercial scheme to guide its practice and to help it monitor in more detail pupils' geographical understandings. Although this has not yet fully impacted on all teachers' practice and records, a new subject co-ordinator is leading the subject well and is committed to its development.
125. Provision for geography is now sound. By Year 6, the pupils have acquired a sound geographical knowledge about places near to home and further afield and made good progress in developing their geography study skills. Through their studies of the local area, they become very familiar with maps and plans in a variety of scales. They are able to name some of the human and physical features of contrasting localities and use atlases confidently to locate the places they study overseas, such as Greece and Benin, in geography and in other subjects. In discussion, the pupils in Year 6 show good levels of understanding of the causes of pollution and have strong opinions about the impact of this on peoples' lives. They understand features of rural and urban environments and illustrate this well in their history lesson when they discuss the Blitz and why certain towns and cities were attacked and not others. Pupils' independent research skills are appropriately supported through use of the Internet, books and a range of software. A residential field trip enables field and investigative work to be carried out, although this area of work could be further developed across the school. By Year 2, pupils have explored the immediate environment of the school well and compared it with other localities such as the seaside. They use words like 'river' and 'stream' appropriately and have simple map reading skills, locating key features on a map. There are good links to other subjects which enable pupils' geographical skills and use of

vocabulary to be further extended, even when it is not a current topic focus. They begin to write directions to help people locate a place or find an object using appropriate terms.

126. The small number of lessons observed in Key Stages 1 and 2 and the evidence in books shows teaching in geography to be at least sound, with some good features. Teachers have good levels of subject knowledge and use and explain subject vocabulary and concepts well. They make good use of whole class and plenary sessions to reinforce pupils' learning, using effective questioning strategies. Relationships with pupils are good and lessons are used well to support pupils' curiosity and interest in others' lives and experiences. Most teachers ensure inclusion in lessons for pupils by providing appropriate levels of support, although they do not always plan for different levels of challenge in the learning. Geography makes a valuable contribution to the development of pupils' literacy and numeracy skills, but there is still scope for pupils to practise and extend their writing skills in lessons at both key stages.
127. The curriculum in geography is sound and meets the National Curriculum requirements. Although teaching has not been monitored, teachers at Key Stage 2 plan together and the co-ordinator overviews planning across the school well. Assessment has been strengthened by the introduction of the new scheme but the arrangements for tracking and recording the progress of pupils are still not sufficiently effective in relation to National Curriculum levels and standards. This limits the scope for evaluating and raising standards further. Reports give only a limited picture of pupil levels and the work collected in portfolios is insufficiently organised to give a clear idea of progress. Resources in geography are satisfactory and have been strengthened by the strong use of ICT as a learning support and research tool.

HISTORY

128. Standards in history are good overall and are above what is expected for pupils by Year 2 and Year 6. By the time pupils are in these year groups they demonstrate understanding of historical ideas and language above those generally for their age. Most pupils, including those with special educational needs, make good progress in relation to their prior levels of attainment, because of the quality of learning opportunities that the school provides, within its topic framework and the good teaching at both key stages. However, reports to parents and assessment and monitoring procedures need further development in history to ensure that all children's levels are known and catered for and progression and continuity in their experiences are consistently supported.
129. Pupils leave the Reception class well prepared for thinking about others' lives and past events and these developing skills are built on well in Years 1 and 2. A series of topics enables pupils to think about key events in their lives and those of others, including how things have changed since their parents and grandparents were born. They make simple comparisons of objects and experiences with life now and in Victorian times. At Key Stage 2 a topic approach for all classes meant that at the time of the inspection all classes were studying The Blitz and World War II. However, this was well thought out to extend older pupils and higher attaining pupils. Those children in a mixed Year 2 and Year 3 class develop a good and sometimes very good understanding of life experiences during World War 2 as they talk about evacuees, gas masks and bombing raids. The more able pupils research the questions they would like answers to and share these with the rest of the class. In Years 4, 5 and 6 the theme is developed further and pupils explore more detailed aspects of people's experiences, Hitler's reasons for the bombing campaign and aspects of the Allied bombing campaign. Higher attainers recognise the impact of war on everyone's lives and in their history lessons pupils throughout the school make good progress in developing study skills. There was also evidence of older pupils' beginning to put forward reasoned arguments about the rights and wrongs of past events, such as the evacuation of children from cities in the Second World War.
130. Work in pupils' books shows that they are able to use timelines to locate historical events in a chronological context and make comparisons between past and present. Pupils have also studied aspects of Greek, Roman and Tudor history, for example studying Tudor houses and daily life in Greece. Year 6 pupils remember their study of Benin, know that it is in West Africa and cite changes in the environment and organisation and ways of life between now and then. Pupils in

Years 2 to 6 use a range of sources, such as ICT, books, photographs, documents, paintings and artefacts, increasingly successfully to find information about what life was like in past times.

131. Teaching in history is good and has some very good features to it throughout the school. The joint planning between teachers at Key Stage 2 and for some Year 2 pupils means that resources and interest are maximised and pupils consistently challenged, although not all teachers plan for the different groups in their classes to the same extent. In a Year 6 class, however, careful matching of tasks to groups meant all groups were very well focused and pupils were able to contribute well to the lesson resulting in them gaining a greater understanding of the historical issues. Teachers extend pupils' understanding well at both key stages and make good use of appropriate historical vocabulary. They use plenary sessions consistently well to share work, review understandings and say what pupils will learn next.
132. The curriculum for history is good, although the policy is outdated and urgently needs review. Assessment is adequate, because teachers use end of unit tests to check on what pupils' now know. However the system of retaining work in portfolios is insufficiently rigorous and consistent to allow progress to be tracked and currently there are no whole school assessments that link into National Curriculum levels. This weakens teachers' ability to plan for pupils' needs and for the school's planning to raise standards in the subject. History is well led by the co-ordinator, who is enthusiastic and committed to the development of the subject. Currently teaching is not monitored in the subject although planning is overviewed effectively. History makes a very strong contribution to pupils' literacy development and to their moral and cultural awareness. Through the topics studied they research and apply their literacy skills and develop an increasing understanding of diversity and change.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The provision for ICT has improved well since the last inspection. At that time pupils' attainment was unsatisfactory. Pupils' made slow progress and by Year 6 they showed insufficient improvement in their skills over their time in the school. Pupils' attainment has improved considerably and is now above what is expected at Year 2 and Year 6. Effective co-ordination of teachers' planning by a relatively new ICT co-ordinator, a good level of support to staff and recent government funded training has raised the profile of ICT within the school. The great majority of pupils at all levels of attainment, including those with special educational needs, make good progress during their time in the school. Pupils are particularly strong in their use of control technology and older pupils produce some complex sequences to control the lights of a lighthouse in computer simulation, for instance. Systematic teaching by class teachers, reinforced by the school's skilled ICT technician in the small ICT suite, enables pupils to develop confidence in using the computer to complete a variety of work, often related to aspects of work in other subjects. However, this work is clearly focused on all elements of the National Curriculum programme of study with good quality planning by class teachers. They benefit from activities which are meaningful and purposeful and enjoy regular access to the computer. Links with what they learn in other subjects are very strong and this aids their subject and ICT skills well. Since the co-ordinator's arrival at the school, new and effective assessment procedures, which clearly identify the skills pupils have gained, are in use and enable skills to be more effectively built on.
134. Pupils make particularly good progress in extending their skills in communicating information. They learn well to use a wide range of tools to produce, amend and enhance text. From an early stage they learn how to check spelling and to adjust the style and size of print. As they progress, they show competence in using ICT to organise and present their work, by cutting and pasting text and inserting pictures showing a good awareness of the reader. The youngest pupils in Year 1 use simple shape tools in a painting program to produce shapes which they colour, developing their art knowledge of 'hot' and 'cold' colours. They build these shapes into known forms which they choose. Their skills in using a mouse and understanding the role and function of tools and menu in programs develops well from an early age. Pupils in Year 2 learn how to present information in graph form and, from a successful demonstration by the teacher, can insert data from a journey that *Barnaby Bear* takes in China and Vietnam to produce a simple bar graph. Towards the end of their time in the school, pupils are adept and very confident users of ICT, able to produce high quality desktop published materials. They solve problems well in their control

work and when producing instructions are able to use their powers of deduction and inference to work out how these program sequences can be reduced, but produce the same outcomes. Older pupils also show very good skills in spreadsheet work, entering data and using formulae, for particular calculations. The Internet is used well and even the youngest pupils are introduced to the notion of looking up information in pages. Throughout the school, the work completed in ICT contributes well to the development of pupils' literacy and numeracy skills.

135. The quality of the teaching of ICT is good and enables pupils to make good progress during their time in school. Lessons are well planned with clear learning objectives and work pitched at a challenging level. Pupils really enjoy ICT, are enthusiastic and usually work productively. Although some of the youngest, lower attaining, pupils can only work for short periods without requiring help, some of this behaviour can be attributed to their seating position, as the computer benching / seating height is far too high for them and they do not sit stably on the chair. The good skills of the technician, who teaches in the school for two days a week, are used effectively and her work considerably enhances the provision. There are opportunities for pupils to try ideas out for themselves coupled with effective whole class teaching, often using interactive whiteboard presentations. Pupils organise their work well, saving it in their own personal directory and this is being used as part of the way the school collects evidence of pupils' work and their level of attainment. ICT makes a strong contribution to pupils' social and spiritual awareness. Pupils work very well together to solve problems and are amazed when they manage to switch the lights on and off on a lighthouse, using complex programming procedures. They celebrate each other's successes and are keen to find out more about how the control technology works.

MUSIC

136. The pupils' attainment at the end of Year 2 and Year 6 is in line with that expected of pupils of this age. The last inspection report said that pupils' attainments were in line with expectations and that progress was good. Inspection evidence indicates that pupils, including those with special educational needs, make satisfactory progress. The provision for many pupils is enhanced by instrumental tuition and by extra-curricular activities.
137. In Key Stage 1, pupils enjoy singing and take great pride in remembering words and actions. They sing tunefully when all together. In a class lesson pupils in Year 2 repeat rhythmic patterns very accurately. They have good recall of previous work about sections of the orchestra and know where the percussion section sits. They know that vibration is necessary to produce a sound and think of household implements they could use as percussion instruments. Pupils in Year 4 sing in tune and with expression. They note the structure of a simple song and comment on the different sounds obtained when a guitar is played by varied methods.
138. Teaching in all lessons seen is good. The quality of singing of the Key Stage 1 pupils is enhanced when the teacher asks them to sit up so that they can breathe properly. They are reminded not to shout. The learning support assistant in class 3 is a trained musician and good use is made of her subject knowledge. In getting pupils to use instruments to explore rhythm, her references to discussions with a member of the BBC Philharmonic Orchestra and the likelihood of a visit to hear the orchestra rehearse, stimulates pupils' learning. The class teacher focuses the pupils' minds with good supplementary questions. In class 4, good preparation of resources makes the most of lesson time and so contributes to the pupils' learning. Linking the lesson to work done in school on Benin makes a good contribution to the pupils' cultural awareness.
139. The response of the pupils to music is good. Discussion with pupils in Year 6 reveals that they are aware of Mozart and Haydn as classical composers. They make links between the impressionist composers whose music they have heard and impressionist painters whose work they have studied. In all lessons seen, pupils concentrate and respond well to the teachers.
140. Management of the subject is satisfactory. There is instrumental tuition with some pupils learning to play the violin, cello, double bass, guitar and keyboard. These lessons are paid for by parents, but the local authority subsidises those who cannot afford the full cost. There are two recorder groups who play for school assemblies. Major school productions for parents and visits to the local hospital and residential homes support community links. The coordinator is aware that assessment needs to be developed to help raise standards and that links to information and

communication technology should be planned for. Less time than the national average is given to music and this may affect the standards reached.

PHYSICAL EDUCATION

141. The pupils' attainment at the end of Year 2 and Year 6 is below that expected of pupils of this age. The last inspection report said that standards were in line with expectations despite the limitations of the school building. The judgement now is that the lack of a school hall and the resources that would normally be found in it, means that it is not possible for the school to meet requirements in gymnastics and dance. The pupils' progress, including those with special educational needs, is therefore unsatisfactory.
142. Almost 90 per cent of pupils in Year 6 are able to swim at least 25 metres. Of the group of pupils from Years 5 and 6 who are currently having swimming lessons, all the higher attainers are confident in deep water and most have a good breaststroke style. The average attainers can swim unaided across the pool but need the practise they receive in the breaststroke leg action both on their front and on their backs. Few of the lowest attainers are able to swim a width without a buoyancy aid. In a physical education lesson involving Year 2, pupils explore stretched and curled shapes and work outside in the playground with appropriate control and coordination. In Year 4, pupils practise transferring weight from a large to a small part of the body. In their classroom they can do this, but are unable to add movement as well because of lack of space. In a Year 6 lesson, little was achieved because of the time taken to move furniture and put out equipment.
143. In lessons seen, teaching ranges from good to unsatisfactory and is satisfactory overall. In the lesson where the teaching was good, pupils knew the purpose of warming up and followed the teacher in a number of activities. The learning support assistant has a specific role. The teacher steadily increases the demands on the pupils which leads to good learning and gives pupils the opportunity to appraise the performance of others which enhances their understanding. In the lesson where the teaching was satisfactory the work was well sequenced, but lengthy explanations slow the pace of the lesson and reduce the pupils' opportunity to practise.
144. Attitudes and behaviour are good overall. When the lesson is brisk and purposeful then the pupils respond well. When the pace is slower or pupils have too little time to work purposefully then it is only satisfactory.
145. Coordination of the subject is satisfactory. There is a good range of extra-curricular activities including football, netball and tag rugby. These are open to all pupils in Key Stage 2 and offer good opportunities for social development and the chance to practise team work. The coordinator is aware that no monitoring of standards has been undertaken. Resources are unsatisfactory for gymnastics. The accommodation means that the school cannot use jumping tables and wall bars.