

INSPECTION REPORT

Horsley Church of England Primary School

Derby

LEA area: Derbyshire

Unique reference number: 112830

Headteacher: Mr David Holmes

Reporting inspector: Mr Stafford Evans
21217

Dates of inspection: 20th - 22nd May 2002

Inspection number: 196826

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Horsley Derbyshire
Postcode:	DE21 5BR
Telephone number:	01332 880782
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A. Corley
Date of previous inspection:	1 st July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. Evans 21217	Registered inspector	Equal opportunities Mathematics English Information and communication technology Geography Music Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi 11450	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S. Russam 10228	Team inspector	Foundation Stage Special educational needs Science Art and design Design and technology History Religious education	How good are curricular and other opportunities?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Horsley is a Church of England Voluntary Controlled primary school with 84 pupils on roll aged from 4 to 11 years. The school is a lot smaller than the average primary school found nationally. It is situated in the village of Horsley, north of Derby. Attainment on entry to the reception class at the age of four years is above that expected for children of this age. The percentage of pupils identified as having special educational needs - 8 per cent - is well below the national average. No pupil has a Statement of Special Educational Need. The percentage of pupils entitled to free school meals is well below the national average. There are no pupils from ethnic minority backgrounds or who speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a very good school that gives very good value for money. Pupils attain standards that are well above the national average by the time they leave the school. This means pupils make good progress during their time at the school. The quality of teaching is good. Pupils' personal development is excellent. The school provides a rich and broad curriculum. Daily life in the school is very calm, caring and supportive and pupils feel very valued. The headteacher provides high calibre leadership.

What the school does well

- Pupils achieve well because throughout the school there is a very significant amount of good, very good and excellent teaching that positively affects pupils' learning. The teaching assistants greatly enhance the quality of pupils' learning.
- Pupils like school. Their attitudes to school, behaviour and attendance are very good. Their relationships with one another are excellent. This very positively affects pupils' good quality of learning.
- There is a strong emphasis on provision for pupils' personal development.
- Teachers provide a wide range of stimulating work for the pupils, including those with special educational needs. This promotes the high achievement of all pupils.
- The headteacher provides very good leadership. He, very ably supported by the deputy headteacher, staff, parents and governors, creates an atmosphere within the school in which pupils are very keen and able to learn.

What could be improved

- Higher attaining pupils in Year 6 do not attain as highly as they should in science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. The improvement made since the last inspection is very good and the school is very well placed to maintain this improvement and build on it further. Standards of pupils' attainment are higher now than at the time of the last inspection. Standards by the end of Year 2 are very significantly higher. The quality of teaching is better. For example, the amount of very good or excellent teaching has doubled. There is now no unsatisfactory teaching - 2 per cent at the time of the last inspection. The way teachers assess pupils' work and use the results of the assessments to plan appropriate work are very much better - a key issue from the last inspection. The monitoring and evaluation of teaching is much more effective - another key issue from the last inspection successfully addressed. Teachers plan and prepare work for the pupils more effectively. This was another key weakness identified in 1997. The quality of the accommodation is much better now than at the time of the last inspection. Health and safety procedures are securely in place. This is an improvement since the last inspection and meets another key issue.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	B	C
Mathematics	B	C	A	B
Science	D	C	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection evidence indicates that standards in English and mathematics are well above the national average, and standards in science are above the national average. Thus, by the time pupils leave the school they have made good progress. The exception to this is amongst pupils in science in Year 6. Inspection evidence indicates that the more able pupils do not attain as highly as they should. Direct comparisons with the results in the table above need to be made cautiously because of the small number of pupils who sit the tests. One or two pupils over or under performing can significantly affect results. However, it does show how standards are improving year on year. By the end of Year 6, pupils attain highly in religious education, information and communication technology, geography and history. They attain standards in line with national expectations in all other subjects. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make good progress.

By the end of the Foundation Stage¹, children have made good progress. They attain well above expected standards in communication, language and literacy, mathematics, knowledge and understanding of the world and in their personal and social development. Standards in creative and physical development are good. Pupils make good progress in Years 1 and 2. By the end of Year 2 they attain well above the national average in reading, writing, mathematics and science. They attain above national expectations in religious education, information and communication technology, geography and history. Standards are in line with national expectations in all other subjects inspected. Insufficient lessons were observed in music and physical education to make a judgement on standards within these subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are polite to each other and to adults, and they look after their own property as well as that of others. There are no exclusions.
Personal development and relationships	Pupils have excellent relationships with one another and with adults in the school. Their personal development is excellent. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	The attendance figures for the school are well above the national average.

TEACHING AND LEARNING

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class.

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very 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. Teaching is satisfactory or better in all lessons. The quality of teaching in English and mathematics is very good. The teaching has many strengths and no significant weaknesses. The strengths of the teaching include: the teaching of basic skills; the excellent management of pupils' behaviour; the high expectations teachers have for what they want pupils to achieve; and the very good use of support staff. Support staff make a very positive contribution to pupils' learning. Teachers teach literacy, numeracy and information and communication technology skills very effectively in other subjects. The quality of teaching of pupils identified as having special educational needs is good. In all but science in Year 6, the school meets the needs of the higher attaining pupils effectively.

The quality of pupils' learning ranges from excellent to satisfactory. It is good overall. Pupils are keen to learn and clear about what is expected of them. They understand what is good about their work and how it can be improved. They work well co-operatively and collaboratively. They work very hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Work is well planned to cover the six areas of learning for the Foundation Stage. The school provides a good range of learning opportunities for pupils in Years 1 to 6. The good provision for extra-curricular activities enriches the quality of pupils' learning further.
Provision for pupils with special educational needs	Support for pupils with special educational needs is good. It enables pupils to participate fully and with confidence in all their learning. Their learning is greatly enhanced by the very good work of the learning support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. The school ensures that pupils have a clear understanding of what is right and wrong and to show a high degree of respect for all people.
How well the school cares for its pupils	The provision for pupils' pastoral care and welfare is very good. Procedures for child protection are in place. Teachers and support staff know the pupils very well and have good quality information to tell them what pupils have done well and where they need help. Therefore, the school directs support effectively to the pupils who need it most.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear idea of what sort of school it should be and puts pupils and their achievements first. The headteacher creates a very good team spirit among all staff and there is a definite shared commitment to succeed. All staff feel valued and vital to the success of the school, and very ably support the headteacher in achieving the school's aims.
How well the governors fulfil their responsibilities	The governors have high levels of expertise and are very well organised and thorough in their approach. They have a very good grasp of the strengths and weaknesses of the school. They work closely with the staff in their efforts to maintain high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and areas that require development, and takes effective action to secure improvement.
The strategic use of resources	The school manages resources very well and applies the principles of best value effectively. There are adequate learning resources. Despite very significant improvements in the quality of the accommodation, some aspects remain unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-two questionnaires were returned. This was 50 per cent of those sent out. Five parents made a written response. Seven parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children receive the right amount of homework. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Some parents feel there are insufficient out-of-school activities.

The parents think very highly of the school and provide very good support for the school. The school has very good links with parents and the inspectors support the parents' positive views. The range of extra-curricular activities compares favourably with other schools that are the size of Horsley.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve well by the end of Year 2 compared with the time they start school. Inspection evidence indicates that standards in reading, writing, mathematics and science achieved by the end of Year 2 are very good in comparison with all schools. These standards broadly reflect the results of the 2001 national tests. They are significantly higher than at the time of the last inspection. The main reason for this improvement is the quality of teaching. It is now good, with a significant amount of very good teaching, compared with satisfactory during the last inspection.
2. By the end of Year 2, pupils attain above nationally expected standards in information and communication technology, geography and history. They attain nationally expected standards in art and design, and design and technology. Pupils reach good standards in religious education in relation to the targets set in the locally agreed syllabus. Insufficient work was seen in music and physical education and, therefore, it is not possible to make a judgement on standards within these subjects. There is no significant difference between the attainment of girls and boys.
3. Pupils achieve well by the time they leave the school and standards are higher than they were at the time of the last inspection. By the end of Year 6, inspection evidence indicates that standards in English and mathematics are well above the national average and above the national average in science. The more able pupils in Year 6 do not attain as highly as they should in science. Standards achieved by the current Year 6 are higher than those achieved in the 2001 national tests. However, the number of pupils who sit the tests is small and, therefore, one or two pupils over or under performing can significantly affect results. Also, last year's published results did not take into account the absence of two pupils and, therefore, the results were lower than the school forecast. Standards in information and communication technology, geography and history are above national expectations. Art and design and design and technology standards are in line with national expectations. Religious education standards are good. Standards in literacy and numeracy throughout the school are very good. There is no judgement on standards in music and physical education because insufficient work was observed during the inspection. There is no significant difference in the achievement of boys and girls.
4. The children's attainment when they join the school is above that expected of children of this age. Most children have good speaking, listening and mathematical skills, and come to school with good social experiences and a breadth of general knowledge. By the end of the Foundation Stage, children achieve very good standards of work in mathematics, communication, language and literacy, knowledge and understanding of the world and personal and social development. The standards they achieve in their creative and physical developments are good. This represents good progress during the children's year in reception.
5. The school's programme of support for pupils with special educational needs is good. It is very effectively organised to identify pupils who need additional help in class. This ensures they make similar progress to that of their classmates. Pupils who have individual education plans attain well in relation to the targets they set within these plans.

Pupils' attitudes, values and personal development

6. The vast majority of parents agree that their children enjoy coming to school and develop a very positive attitude to learning. The children of all ages show a great interest in the wide range of activities made available and they value their own achievements and those of others. Behaviour is always very good and all children are very respectful and considerate towards each other. Relationships between all in the school community are excellent.
7. Pupils are well motivated and have very good attitudes to learning; this makes a strong contribution to the good progress they make and the standards they achieve. Pupils love learning and respond eagerly to the challenges teachers set them. They are particularly keen on learning when their teacher combines a fast pace and high level of challenge with positive feedback and caring support for less able pupils.
8. The pupils' attitudes to learning and their behaviour in class are linked directly with the quality of teaching. For example, in a Year 4 mathematics lesson, a very good teaching strategy enabled pupils to understand the task well; therefore they worked quickly and accurately in independent groups and made very good progress. The class teacher intervened to support less able children effectively. Pupils love getting the right answer and all concentrate fiercely, which enables them to stay on task to the end and this has a positive effect on their learning. In most lessons teachers share with pupils what they are expected to learn, therefore pupils respond in a mature way and concentrate hard to complete what work teachers give to them. A most striking feature of pupils' attitude to learning is the way they collaborate and help each other out when they are working. In a Years 5/6 geography lesson pupils were using work sheets, which were not very well understood by every one, when a pupil helped another pupil who was stuck by saying 'if you can't work out the answer use the list', this enabled the less able pupil to make progress. The collaborative attitudes have a positive influence on pupils' confidence and eagerness to learn.
9. Behaviour in lessons and around the school is very good. Pupils are extremely polite to each other and to adults. They can be relied upon to carry out tasks without prompting, and they handle books and equipment carefully. At assembly times they put the chairs and benches up for older pupils and adults and put them away in an orderly manner at the end of the assembly. At break times pupils engage in a range of activities, some of which are boisterous but very good-natured. Through the supportive behaviour policy, pupils quickly learn the behaviour that is expected of them. As a result they learn to take turns, to share and resolve their differences without using physical force or angry words. They do not speak ill of their classmates who are less articulate than them. When one of the Year 6 pupils accidentally named a boy with behaviour difficulty another pupil politely reminded her that, 'we do not name people who are not present during the conversation'.
10. Pupils respect their school and respond to the environment by taking care of resources and the school property. During assemblies, pupils enter the hall quietly. They sit sensibly and listen to the adults with respect and concentrate on what is being said. Mutual respect and decent behaviour are noticeable features of the school. Therefore, there have been no exclusions. Pupils of different gender, ability and age groups work happily together, learning naturally about each other's points of view.
11. Excellent relationships between pupils and adults ensure very good personal development of all pupils. The staff know the children well and understand their needs extremely well and know when to support to develop their independence. As a result, the children grow in confidence and develop self-assurance. They make sensible choices and respect differences in the views of others. Pupils respond well to the responsibilities

that teachers provide for them within the school. They take the initiative well when they have the opportunity.

12. Relationships throughout the school are excellent. This helps everyone to cope with some day-to-day inconveniences that arise, such as cramped working space in some classrooms. They know that other pupils and staff will value their efforts in behaving sensibly. Pupils have a good understanding that other people's beliefs may be different from their own.
13. Due to the dedication of the staff and their strong commitment to high quality care, the pupils' behaviour and personal development have improved from good to very good since the last inspection. Relationships within the school have also improved from very good to excellent.
14. Parents confirm that their children like to come to school, therefore they arrive punctually for lessons and both sessions start promptly. Attendance is well above the national average and there is no unexplained absence.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is good, with a significant amount of very good and excellent teaching that has a positive effect on pupils' attainment and progress. It has improved since the last inspection because the school has successfully addressed all the weaknesses identified in the last inspection report. For example, teachers have higher expectations of what pupils are to achieve; English teaching is much better; teachers' knowledge of the National Curriculum is more secure and there is now sufficient emphasis given to developing pupils' writing skills.
16. Throughout the school, teachers work very hard to plan and prepare lessons. The planning shows clearly what is to be taught and learnt. This ensures pupils know what is expected of them in lessons and their learning is very focused. Teachers develop pupils' literacy and numeracy skills effectively in various subjects. For example, Year 6 pupils wrote very good accounts in history about the British Empire entitled 'The sun never set on the British Empire'. They also wrote to a very good standard accounts about the Aztecs. There were also good links with their geography work when they compared maps of Victorian times with today's maps. In religious education pupils wrote their own prayers for the school's 'Prayer tree'. Years 1/2 pupils designed and made booklets about the Victorians. Teachers provide opportunities for pupils to apply their mathematical skills in curriculum areas such as geography. Years 1/2 pupils drew graphs to record the types of buildings in Horsley. Year 6 pupils used co-ordinates in their map work. Teachers give good opportunities to develop information and communication technology skills in different subjects. It is used extensively in geography to record the use of land in the locality and to research the weather in India. Much of the pupils' written work is word-processed. Pupils create book covers for 'World Book Day' books. This combines pupils' artistic skills and their literacy skills whilst developing their information and communication technology skills.
17. An effective use of pupil assessment ensures that activities mainly match pupils' varying needs and prior attainment. This means pupils neither struggle with the work nor find it too easy. This enhances their learning significantly. The exception to this is in science in Year 6 when higher-attaining pupils do not have sufficiently difficult work to complete. The quality of the marking of pupils' work is mainly good. All work is marked and the best marking places an emphasis on what pupils need to do to improve their work further. This helps pupils develop a good understanding of their own learning. Good homework procedures are effective in extending pupils' learning when they receive support at home.

18. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. These teaching approaches motivate pupils and give them the chance to work co-operatively and collaboratively, and thereby significantly contribute to their personal development. Teachers use time and resources efficiently. Their use of computers to support pupils' learning is a particular strength. Pupils respond by being attentive and keen learners. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete.
19. Pupils' behaviour is managed very effectively. As a result, little time is wasted in lessons and the pupils have more time to work hard. A strength of the teaching is in the excellent relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff very effectively to support pupils' learning. Support staff contribute very positively to pupils' progress. This was very evident during an excellent lesson in reception when children went outside to develop their knowledge and understanding of letter sounds. The children explored the playground on wheeled toys to find letters they needed.
20. The quality of teaching and learning of pupils with special educational needs is good. Teachers know their pupils well, and through good use of individual education plans, work is set that meets pupils' needs. Pupils are supported effectively by staff who, when appropriate, repeat and explain questions so pupils are involved fully in lessons. For example, in a Years 5/6 literacy lesson the teaching assistant supported a pupil through skilled questioning and encouragement. By the end of the lesson the pupil used the prefix 'auto' competently and confidently, whereas at the start he had struggled to make sense of it. Teachers explain clearly individual and group work, and good class routines are established so those pupils with special educational needs start work quickly and make an effort to work individually. Staff use praise and rewards to help manage pupils' behaviour, increase pupils' self-esteem and self-confidence, and extend effort.

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

21. For children aged four and five learning opportunities are good. They are clearly based upon the recommended areas of learning for children of this age. Staff plan the curriculum well to ensure systematic develop of pupils' skills, knowledge and understanding in all aspects of their learning. As a result pupils achieve well and make at least good progress in their lessons. Learning opportunities are particularly effective in promoting early literacy and numeracy skills, which are of a high standard when the children start school.
22. The school meets statutory curriculum requirements including provision for religious education, which is taught in accordance with the locally agreed syllabus. The quality and range of learning opportunities for pupils in Years 1 to 6 are good. Pupils' learning is organised to ensure pupils make good progress in most subjects. Two exceptions are art and design technology where the range of learning opportunities offered to pupils is hindered by a lack of space and resources. However, in spite of these drawbacks, pupils make satisfactory progress. The school places appropriate emphasis on literacy, numeracy, mathematics, information and communication technology and religious education. A significant amount of time each day is dedicated to teaching literacy and numeracy. Very good strategies have been developed and are implemented well to ensure these basic skills are promoted through all the other subjects of the curriculum. These have had a significant impact upon raising standards achieved by pupils. There are satisfactory policy documents and schemes of work to guide teachers' planning for

what they are going to teach in each lesson. The quality of half-termly planning is good and ensures pupils of the same age who are taught in different classes are provided with the same learning opportunities. All subjects are taught regularly, but some such as science and religious education do not have adequate time. In the case of science this is one of the reasons why pupils do not achieve as well as they do in English and mathematics by the time they leave school.

23. The school makes good provision for pupils' personal, social and health education. Opportunities for sex and drugs education are sensitively included to acknowledge and respect the views and opinions of everyone whilst clearly placing an emphasis on developing pupils' awareness of the associated dangers of drugs. Contributions from the police and school nurse are highly valued and pupils learn a great deal from these professionals about how to keep themselves safe.
24. The provision for pupils with special educational needs is good. Teachers have copies of pupils' individual education plans and these are used to plan suitable work effectively to meet the needs of individuals. This ensures all pupils have equal access to all aspects of the National Curriculum.
25. The contribution of extra-curricular activities to enrich pupils' learning opportunities is good. Teachers, parents and other visitors provide pupils with opportunities to learn French, develop their gardening skills and play football and netball. Until recently music tuition had also been available. The range of activities provided by the school has improved since the last inspection. Pupils' wider personal development is also well promoted. Staff provide opportunities for pupils to benefit from local and residential field trips that use a range of environments as a rich source of knowledge and information beyond pupils' day to day experiences.
26. Since the time of the last inspection the school has produced comprehensive guidance documents, which underpin the whole-school curriculum. Subjects are grouped together for easier management and staff work together as a team to monitor how effective the system is in providing pupils with a broad, balanced and relevant range of learning experiences. This represents a significant improvement since 1997.
27. The contribution the local and wider community makes to pupils' learning is good. Pupils regularly become involved in a range of initiatives including 'World Book Day' and occasions which are more pertinent to the immediate locality, such as the annual 'well dressing', the village carnival and carols around the Christmas tree. The local vicar and Methodist minister regularly contribute to assemblies and other school events. In 1998 the Bishop of Derby conducted the rededication of the school. Several parents and school governors contribute to improving learning opportunities by sharing their own expertise with the pupils.
28. Relationships with partner institutions are also good. Well-established systems are in place to ensure that pupils transfer to the next phase of their education is smooth and free from unnecessary trauma and stress. Pupils enjoy sharing experiences with other schools and benefit from opportunities to meet older past pupils of the school who frequently return on work experience placements. Although the school has no nursery, there are very good opportunities for new children to experience school life when they attend the 'Early Years Club' with parents or carers. Activities are organised on three afternoons per week in the term prior to beginning school on a full-time basis.
29. Since the time of the last inspection the school has improved the provision it makes for the pupils' spiritual, moral, social and cultural development. In 1997 the quality was good, it is now very good with particular improvements in the cultural provision. Nevertheless

the school recognises the need to continue to develop this aspect of its work so that pupils are well prepared for living in a wider multi-cultural society.

30. Pupils' spiritual development is good. Staff chose stories to illustrate themes in lessons, assembly and collective worship. Pupils talked about how they are cared for and how they also care for people who are an important part of their lives. Visitors to the school contribute meaningfully to developing pupils' wider understanding of caring within society. As part of this they collect money for good causes. During prayers, pupils demonstrate a good knowledge and understanding of reverence and respect. They sit quietly to reflect on what they have learned. Some meaningful opportunities for quiet thought are effectively organised by teachers within their class lessons as well as during assembly time. Pupils respond with maturity and clearly demonstrate respect for the faith and beliefs of others, such as when discussing the similarities and differences between the major world faiths.
31. The school is very good at cultivating the pupils' personal development through the opportunities it provides for raising their awareness of social and moral issues. There are effective policies for eliminating bullying and unsatisfactory behaviour, which are implemented consistently by all adults working in the school. Staff provide very good role models for pupils and are also consistent in their approach to reinforcing the difference between right and wrong. Discussions in class are particularly effective in prompting pupils to reflect upon how their actions may affect others and that they have choices about how to behave. For example, during a discussion with pupils in Year 6 they could talk with maturity about the need to be honest and fair, to tell the truth. They know that justice is being even-handed and non-biased. During the inspection, first-hand experience confirms the value of these lessons in developing older pupils' social competence and their skills in initiating and sustaining interesting dialogue with adults helping them. Through their participation in school sports events and competitive games pupils learn the value of developing a team identity and the need for interdependence upon their team mates in order to be successful participants in school based and inter-school events. On their recent residential visit, pupils in Years 5 and 6 shared a wide range of new experiences with pupils from another school. Photographs displayed in the entrance hall illustrated pupils' pride and sense of achievement in having participated in kayaking, motor sports, archery and abseiling. Opportunities such as these contribute to pupils developing very good social skills and very high standards of morality.
32. Pupils' cultural development is good. The school enhances pupils' awareness of their own culture through several areas of the curriculum, and occasional visits and field trips. During their history lessons they learn about the impact of inventions and discoveries made by their ancestors, and how Britain as a nation has influenced the lives of people from other countries. Through art and music pupils find out about the work of reputed artists and musicians. However, due to the high costs involved visits to the theatre, museums, galleries and classical music concerts are not provided. Some opportunities are provided for pupils to develop an understanding of living in a multi-cultural society, but too little use is made of visitors who can share their traditions with the pupils; in spite of this pupils have a good knowledge and understanding of the damage caused to society through racism and people's intolerance of other cultures. Pupils in Year 6 could demonstrate this well in discussions about issues currently in the news relating to asylum seekers and the riots in France at the time of the presidential elections.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The care and support offered to the pupils whilst at school are very good. The school has a warm and caring atmosphere, where all teachers and support staff know the children well and are fully aware of their needs. The school has good induction procedures for new pupils and the needs of pupils from adjoining villages are properly met. As a result, pupils establish confident and trusting relationships and settle down quickly in the school.
34. General cleanliness of the buildings and the upkeep of the grounds are of highest standards. Parents' response to the questionnaire and children talking to the inspectors confirm that the adults provide a caring environment where all children feel safe and secure. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and pupils' welfare are very good. Health and safety procedures are in place and the school has developed very good systems for monitoring and improving attendance. The school promotes good behaviour very well and procedures for eliminating oppressive behaviour and racial harassment are firmly in place.
35. The school complies with the locally agreed child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. Mid-day staff are aware of the procedures but they, along with other staff, have not had formal training. Pupils' emotional needs are cared for through an established network of support agencies. Children with special educational needs receive good support from appropriate agencies.
36. The school pays very good attention to health and safety matters. Regular checks are made on the safety of the buildings, grounds and equipment and a governor takes responsibility for overseeing health and safety matters. The school monitors implementation of health and safety procedures and regular risk assessment of the premises is undertaken. Teachers and support staff promote hygiene very well as part of the curriculum. The cleaner in charge takes good care to ensure that the buildings, equipment and the school grounds are free from health hazards. There are good arrangements for first aid and the school cares sympathetically for sick pupils. Staff know what to do in case of an emergency or if a pupil becomes ill whilst at school. All pupils feel that they are valued and well cared for by the adults. Staff are aware of the need of pupils' health and safety and parents are confident that their children are safe in the school.
37. Procedures for monitoring attendance and punctuality are very good. A computerised attendance system provides very good management information, including overall figures for individual pupils. The school uses this information effectively to monitor and support pupils with unsatisfactory attendance. This promotes attendance and punctuality well. Attendance registers are marked in accordance with the legal requirements and the secretary ensures their safekeeping.
38. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very effective. A system of mutually agreed, simple, but effective, school rules support positive behaviour. Pupils are encouraged to behave well through a range of strategies such as praise, good work smiley face stickers, award of certificates and praise in assemblies. Procedures for dealing with difficult behaviour are understood by staff. Parents feel that rewards and sanctions are appropriate and are applied consistently to motivate pupils to behave well or to reflect on their unsociable behaviour. They confirm that the children's behaviour is very good and has improved since the school was last inspected. The inspection findings confirm that most pupils know that good behaviour is expected of them and they agree that the sanctions and rewards'

procedures are fair. Pupils from different social backgrounds are taught to respect one another and they respond positively by working and playing together very well. The school takes incidents of bullying seriously and has good systems to deal with any concerns, although no such incidence was seen during inspection week.

39. Procedures for monitoring and tracking pupils' personal development are good. Older pupils are encouraged to support younger pupils and those who are in need of additional help, such as less able pupils. All members of staff get to know the children's individual needs very well. Mid-day staff monitor behaviour well and they receive very good support from the headteacher and other teaching staff during break time. The celebration of achievement through informal praise and recognition in the assemblies is used to encourage pupils to take responsibilities around the school. Parents are provided with regular reports on their children's personal development. Pupils speak positively about transfer procedures to the senior schools. The school draws effectively on the expertise of the local education authority to support pupils who have social or learning difficulties.
40. Procedures for assessing and monitoring children's attainment in the Foundation Stage are good. Children's progress is tracked against the Early Learning Goals² using the 'stepping-stones' for learning. Assessments of the reception children provide useful information about the level of ability from which they start. In the Foundation Stage, staff use the results of any assessment effectively to plan appropriate work for the varying needs of the children.
41. Procedures for assessment in Years 1 to 6 and its use are good. This is a significant improvement since the previous inspection. Teachers use results from national and other tests to track pupils' progress over a period of time and to set targets for the future effectively. There are good arrangements for the regular assessment of English, mathematics and science and teachers mainly use these very well in their planning. The exception is in science because higher attaining pupils do not always have work matched accurately to their ability. Clear targets in English and mathematics provide valuable information about individual pupils' progress as they move through the school and they are closely linked to the National Curriculum levels of attainment. This is a very good system that contributes very significantly to the improvement in pupils' standards in the school. All teachers keep a weekly record of what their pupils have learned and they make good use of this information to adjust their future plans to accommodate any areas that need to be revisited. As a result, teachers have a clear picture of what their pupils know, understand and can do. In other subjects, teachers carry out tests at the end of each topic to assess what pupils have learned and amend their planning appropriately to match the needs of their pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have very good views of the school. The vast majority of parents agree that their children like school and that the school expects their children to work hard and achieve their best. The inspection confirms these views. This is improved since the last inspection when the relationships were judged as good. Partnership with parents is very strong. Parents are extremely pleased with the quality of education provided for their children and with the standards achieved by the school. Parents have the highest praise for the openness, professionalism and friendliness of the staff. They are pleased that their children develop such positive attitudes to learning that they make very good progress. All information is presented in an attractive, user-friendly way and keeps parents very well informed about what is happening and how they can help their children

² These goals are based on the areas of learning during the Foundation Stage. They also help prepare children for future learning when they enter compulsory education at the age of five. The goals mainly refer to literacy and numeracy skills, and ~~personal-personal~~ social and emotional development. Most children should reach the Early Learning Goals by the time they enter Year 1.

to develop. Homework tasks involve parents, and they respond well and offer good support for their children's learning.

43. Parents at the pre-inspection meeting confirmed that arrangements for settling their children in the school are flexible and very supportive. The induction programme is very well structured. The teachers meet with parents before their children start school and focus on promoting the partnership between home and school so that the school gets to know the children quickly. A supportive partnership continues throughout the child's school life. Those parents who spoke with the inspectors felt comfortable in approaching the school to enquire about their children's welfare and progress. All parents feel that the school values them as partners in their children's learning.
44. They are welcome to the many activities provided by the school. Parents feel comfortable in approaching the school to enquire about school routine. Inspectors observed many parents talking to teachers and helping their children to settle down in the class routine. Some parents were seen helping their children choose books to read with them in the morning prior to the school day. Staff value this contribution from parents and make good use of the opportunity for an informal chat about any concerns they or the parents have.
45. The school ensures that the very good quality information provided is accessible to all parents. The school prospectus is easy to read and contains useful information, including how to make contact with the school. Pupils' annual progress reports are good and give parents clear information about how well children are doing and how parents can help them to improve. In response to the parent's concerns at the last inspection, annual reports are now issued prior to the summer consultation
46. The school continues to provide very good opportunities for parents to visit school, such as to attend parent's evenings, open mornings, achievement assemblies and curriculum workshops. Parents are kept informed about school life through regular newsletters. There is a strategically placed noticeboard in the school, which displays notices on information of interest to parents.
47. The school values consultation with parents and seeks their views through formal and informal feed back. The school has a greater number of parents helping than is normally found in most schools and they make very good contribution to its work. Some parents expressed concern about lack of extra-curricular activities. After looking at the school's provision, inspectors found that there is a wide range of extra-curricular clubs, which are well supported by pupils.
48. Many parent helpers accompany children on school visits and on special events in the school. Parents make a very good contribution to the children's learning by working in a very good partnership with the school. There is an active parents' association. It organises many school events and raises substantial money for school funds and has contributed to major developments, including substantial equipment for the pupils' play area. Other events and social gatherings, such as the spring/winter fair, Christmas disco, school lottery and carol singing in the village provide further opportunities for parents and children to become involved in the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher provides very good leadership. He ensures very clear direction for the work and development of the school. His leadership is influential and supportive of the staff. He makes it a priority to value everyone within the school community and ensure they develop their full potential. The headteacher involves all staff and governors closely in decision-making and, consequently, there exists a very good team spirit in the school. Subject co-ordinators provide very good leadership. They, very ably supported by the headteacher and local education authority representatives, monitor, evaluate and support teaching throughout the school. They have a firm grasp of the standards within the subjects for which they are responsible. Clear and appropriate plans exist for the development of their subjects. The governors monitor performance and have a very good understanding of the strengths and weaknesses of the school and the challenges it faces. Governors are effective in fulfilling their statutory duties. There is a common purpose among the leadership of the school, which is one of the reasons for the school's success.
50. The school is managed very well. There is a good quality school improvement plan based on a clear analysis of the strengths and weaknesses in the school. Staff and governors are fully involved in the planning process. The targets for development have been met and the current ones are appropriate and linked to a clear programme of action. The school budgets systematically for all expenditure and is clear about the cost of its developments. The school's spending decisions relate directly to priorities within the school development plan and are for the benefit of the pupils. The governing body is well aware of the principles of best value. They have high levels of expertise and are very well organised and thorough in their approach. They are open to new ideas and adapt quickly. This enables them to take opportunities when they arise; for example, whenever funds to improve the accommodation become available, they bid for them - usually successfully.
51. The school's administration officer provides very good day-to-day administration of the school. The financial administration of the school is very good. The school makes good use of new technologies. There are very effective lines of communication between the headteacher and staff, and between school and parents.
52. The school's aims and values include a commitment to a good learning environment, very good relationships and equality of opportunity. These aims are well carried out and are visible in the daily life of the school. The school has the potential to be a good provider of initial teacher training.
53. The school's staffing, accommodation and learning resources are satisfactory. Over the last two years, there have been changes in staffing. This has positively affected the learning of pupils. Changes in the administration staff have further enabled the school to improve working arrangements for the school clerk and the caretaking services. The professional development of staff is securely managed and the school's systems for performance management are effective. Training opportunities for staff address personal priorities and are linked well to the overall needs of the school. As a result, all staff are well trained and there are effective strategies for inducting new staff into the school. Teachers responsible for subject areas have appropriate expertise.
54. More money made available to the school has enabled it to employ one more teaching assistant and there are now two learning support staff with good balance of experience between them. They play a very important part in enhancing pupils' learning. Mid-day supervisors are well supported by the headteacher and have received relevant in-service training. The school clerk, who works part-time, makes a very valuable contribution to the smooth running and life of the school. The hardworking cleaner/caretaker and dining

room staff all take pride in their work and this provides a welcoming environment where children feel valued and safe.

55. Much improvement has been made to the accommodation since the last inspection. The creation of a hall in particular, which has many uses, for example the assembly meetings, dining, library, computer base and the community use by a 'toddler club'. Creation of indoor toilets by connecting them via a link corridor to the main building has addressed a safety issue raised in the previous inspection. Overall, the school makes very good use of the available accommodation. However, there are some fundamental weaknesses in the sufficiency of the available space for the welfare of the children and to deliver the curriculum effectively. For example, there is no suitable access for disabled people and no medical room for treating sick children. Musical instruments and physical education equipment are stored in a damp area. The unsatisfactory facilities for art and design and technology due to the limited access to water and lack of space have not improved since the last inspection. There are plans to extend the accommodation further by creating a much needed staff room, library and storage area for resources.
56. There is good access to the pleasant and well-supervised playground area, which is equipped with sufficient play equipment provided by the parents association. Safety concerns noted in the previous report have now been addressed. The caretaker ensures that the buildings are kept in very clean decorative order and free from any obstacles for pupils and staff to move around in safety.
57. Learning resources are satisfactory overall except in art and design, design and technology and music. There is a shortage of historical and cultural artefacts for developing pupils' learning about different religions and cultures around the world. The quality and quantity of most books are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The headteacher and staff, in conjunction with the governing body, should:
- raise the achievement of the higher attaining pupils in science by the end of Year 6 by:
 - ensuring that pupils have work that is matched accurately to their specific needs and abilities, and that there is more time available for the teaching of science.
- (paragraphs 3, 17, 22, 41 and 95)
-

In addition to the above key issue the less important areas for development are:

- when funds permit, improve the range and quality of learning resources in art and design, design and technology, music, religious education and history (paragraph 57);
- continue to improve the quality of the accommodation (paragraph 55).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

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

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	8	3	0	0	0
Percentage	6	29	47	18	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six 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)	84
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84

Number of full-time pupils known to be eligible for free school meals	2
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2

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	0
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0

Number of pupils on the school's special educational needs register	7
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7

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
---	---

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	1
--	---

1

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

1

Attendance

Authorised absence

	%
School data	4.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	5	3	8

Schools are not required to publish end of key stage results where fewer than 11 pupils are involved. To respect confidentiality, this data has been omitted from the key indicator form relating to Key Stage 1.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	13	1	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	9	11	12
Percentage of pupils at NC Level 4 or above	School	64 (83)	79 (75)	86 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	13	13
Percentage of pupils at NC Level 4 or above	School	93 (92)	93 (92)	93 (83)
	National	72 (70)	74 (72)	82 (79)

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

* Schools are not required to publish separate results for boys or girls, if either total is less than 11. To respect confidentiality, this data has been omitted from the key indicator form relating to Key Stage 2.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	72
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	23.3
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	33

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	215,807
Total expenditure	212,138
Expenditure per pupil	2,525
Balance brought forward from previous year	21,832

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)	0.6
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)	0.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 50%

Number of questionnaires sent out	84
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	5	0	2
My child is making good progress in school.	67	31	0	0	2
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	48	45	2	5	0
The teaching is good.	76	19	0	0	5
I am kept well informed about how my child is getting on.	72	24	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	81	19	0	0	0
The school works closely with parents.	72	26	0	0	2
The school is well led and managed.	79	19	0	0	2
The school is helping my child become mature and responsible.	74	24	2	0	0
The school provides an interesting range of activities outside lessons.	29	40	19	5	7

RT D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. At the time of the inspection there were 13 children in a mixed-age class with some Year 1 and Year 2 pupils. The children's attainment when they join the school is above that expected for children this age. Many children have good speaking and listening skills, and come to school with a good range of social experiences and a good breadth of general knowledge.
60. Reception-aged children make good progress. Staff work together very successfully and give the children in their care very good support. Work is planned to meet both class and individual needs. Adults manage the class very well and have high expectations of behaviour and performance. The quality of teaching is very good overall and sometimes excellent in communication, language and literacy.
61. As soon as the children start school, the staff assess their progress and development. If there are any concerns parents are informed so that they can offer their children extra support at home. The classroom is suitably organised and has a good range of resources. The outside play area has been improved since the time of the last inspection and it is now used as a carefully planned resource, which contributes to all six areas of learning. Due to the limitations imposed by the small classroom area, sand and water play are incorporated into the outdoor activities.
62. Within the mixed-age class the reception children make consistent progress as a result of good and very good quality teaching. The high quality of teaching has been maintained since the last inspection. Staff have excellent relationships with the children. Work is well planned to cover the six areas of learning for the Foundation Stage. The teacher assesses the children's progress regularly and keeps detailed records of what they can and cannot do.
63. Assessment information and teachers' records show that in most years children achieve and regularly exceed nationally expected standards in all areas of learning. The children currently of reception age achieve high standards and by the time they enter Year 1 most of them will attain above nationally expected standards in most areas of learning. In terms of their creative and physical development the children will achieve standards expected for their age. Children with special educational needs also achieve well and make similar progress to their classmates because their difficulties are quickly identified and they receive very good support and help during their lessons.

Personal, social and emotional development

64. Children in reception are confident and aware of school routines. They have excellent relationships with their teacher and other adults who help them. They are provided with very good role models by staff, who work together very well and create a calm and happy atmosphere. The children quickly learn to take turns and work and play well together in pairs and groups. They put on hats, coats and gloves independently when it is time to go out to play or home. Well-established daily routines provide the children with important social opportunities to which they adapt very well. The teacher uses early morning and registration activities very successfully to emphasise the importance of friendship. In discussion sessions the children are keen to answer questions and are also good at listening to one another. In lessons they demonstrate initiative and independence when finding and selecting resources. Children in the Foundation Stage are thoughtful, kind, aware of the needs of others and are very happy following the routines established throughout the school.

Communication, language and literacy

65. Most of the children join the reception class with good speaking skills and this quickly develops through activities, such as the role-play in the 'International Café', and discussions about books they share as a class or those which they take home to read. Staff encourage children to talk and share experiences when they first come to school in the morning. The children are very keen to tell their news to the adults and other children. Story-time sessions are successful in introducing children to the excitement of books. During the inspection sharing a story about *Blooming Cats* created excitement and interest, with the majority of the children able to suggest an ending or ideas about what might happen next. They understand that books give them information or provide them with stories.
66. With only one or two exceptions the children know letter sounds and write their names. Staff encourage the children to write their names on most pieces of work. Their letter formation is accurate and they understand the importance of keeping the size of letters the same. They are confident when reading and can mimic adults and thus read with expression. All children write simple words and most are beginning to write their own stories and news. They know that a capital letter starts a sentence and can explain the importance of a full stop. Children really enjoy listening to poems, songs and rhymes, and readily join in with songs, such as *Colours of Day*, which was sung during assembly.

Mathematical development

67. Staff give the reception children very good opportunities to count and become used to the idea of numbers. When playing outside children know which children are bigger and smaller and count the number of steps they take. In the classroom children count various objects and put them in patterns correctly. They know the shape and names of numbers through handling two- and three-dimensional numbers and by placing them in correct sequences. During registration children sometimes take turns to count how many people are in school that day and how many are absent.
68. The children also gain a more formal understanding of number. They count confidently to 10 and beyond. Many children find two numbers that add up to 10, with several achieving more than this, for example, adding three numbers to make numbers up to 20. Children sort objects by different criteria such as big, small, tall or short and put themselves into different groups on the basis of gender or eye colour. The children recognise and name simple two-dimensional shapes, such as a circle and a square, and they show a very good understanding of vocabulary and terms like 'more than', 'less than' and 'longer' and 'shorter'.

Knowledge and understanding of the world

69. Staff give the children in reception very good opportunities to learn about the world in which they live. The children are fascinated by the different colours, textures and smells of food at lunchtime, especially those that are unfamiliar. They enthusiastically discuss the merits of each other's packed lunches, noting with interest any new items with which they are unfamiliar. Whilst not all respond positively to the suggestion that they should eat fruit for a snack, some understand that it is better for their health than eating a sweet or biscuit. In work about themselves, the children compared the differences between babies, children and adults. In an amusing discussion with one child, he explained the likenesses between babies and elderly people very simply by giving the example 'first we have no teeth, then we do, then when we get old they all drop out again, so you can't eat and you die'. The children have a very good knowledge and understanding about light and sound and the basic forces of pushing, pulling and altering the shape of an object by exerting a force, such as squashing or squeezing.

70. The children have a very good knowledge and understanding of the world around them. They are familiar with the houses and other buildings in the village and express their preferences for places to live. For example, one child would prefer to live on a farm rather than in his detached house, because then he could look after bigger animals and keep more pets. They also know housing in hot countries differs from their own because in hot places there would be no need to have central heating.
71. The children's knowledge of past events is very good. They recall the Great Fire of London started in a bakers shop in Pudding Lane. They also know how the passage of time has brought about changes in the way we live.
72. Most children are confident when they use computers. They use a mouse to move objects around the screen and name parts of the computer. They also confidently operate other equipment found in the classroom, such as listening centres, and they competently explain how digital cameras operate and how they have used them to record some of their own work. The children demonstrate an increasing and refreshing curiosity about the world around them.

Physical development

73. Staff give children in reception satisfactory opportunities to develop skills of co-ordination. The children build models out of commercially produced construction kits and find ways to fix them together effectively. They demonstrate good manipulative skills when they mould dough into various shapes. They know how to hold and control pencils and use scissors successfully. They find a little more difficulty in using spatulas for spreading glue. They use a limited variety of toys outside to learn how to pedal cars and climb on play equipment. They are aware of the effect of exercise on their bodies and realise that exercise is good for them. They develop confidence when using small equipment and gain skills in throwing and catching a variety of balls and other small items of play equipment. The children kick balls to one another with increasing accuracy and they enjoy repeating an activity that they have mastered. They begin to adjust their awareness of the limits of their own bodies, for example how far they can stretch and how long they can hold a position. At playtime they enjoy chasing games and say that it makes them feel 'puffed out'.
74. Activities offer appropriate physical challenge and there is sufficient space indoors to set up relevant activities in the hall. Staff creatively plan for outdoor activities linked to other areas of learning, for example using wheeled vehicles to explore the playground in order to find letters or numerals for word building and number games.

Creative development

75. Staff give children a satisfactory range of creative experiences. The children are uninhibited when painting, using bright colours boldly. They are keen to explain what they have painted, naming all the colours they have used. They sustain interest when using their fingers and hands to draw shapes and make patterns. Opportunities to print and make collages further promote their creativity. Imaginative role-play takes place not only in the classroom, but also when playing outside.
76. Opportunities for children to engage in musical activities are less well planned. Too few instruments are readily available for children to spontaneously pick up and play. As a result, they have limited knowledge of the names of instruments or how they are used to create sounds. Opportunities to sing traditional songs and nursery rhymes are satisfactory. Children name and sing the introductions to some of their favourite rhymes. They also enjoy singing with older pupils in the hall. They recall the words well and they have a good recall of the tunes and join in moving in time to the rhythm.

77. Throughout the day children engage in opportunities to play with small toys adapting them to a variety of roles. They develop their competence in using creative tools including scissors, paint brushes and a variety of mark making instruments. As result, they develop confidence to express and communicate their intended ideas, thoughts and feelings as reflected in their work.

ENGLISH

78. Inspection evidence indicates that by the end of Years 2 and 6 standards are well above the national average. Standards are higher than they were at the time of the last inspection, significantly so by the end of Year 2. This is because the quality of teaching is now consistently very good compared with satisfactory or good at the time the school was last inspected. Throughout the school, there is no significant difference in the attainment of boys and girls. Pupils make good progress by the time they leave the school, including those with special educational needs.
79. Pupils' speaking and listening skills are very good. Teachers provide many activities to extend pupils' speaking and listening skills in English and other subjects as well, such as discussions in pairs or small groups and speaking to an audience. For example, they perform in school concerts for their parents and visitors. These opportunities for public performance have a very positive effect on pupils' achievement. Pupils listen carefully and respond appropriately to adults. In a Years 2/3/4 geography lesson, pupils listened carefully to the teacher's introduction about the similarities and differences in the forms of transport in India and this country. The responses to the teacher's skilled questioning were very well thought out. For example, a Year 2 pupil gave a clear description of what is a rickshaw. In a Years 5/6 literacy lesson, a Year 6 pupil explained what are 'emotive words'. His use of the word 'forcibly' in his answer helped give his explanation greater clarity.
80. Pupils achieve well above average standards in writing by the end of Years 2 and 6. The good progress pupils make in developing their writing skills is the result of staff teaching basic skills of grammar, including punctuation, and spelling effectively. They combine this effective attention to basic skills with making work interesting and this motivates pupils to concentrate and learn. The Years 5/6 teacher introduced a lesson on the key presentation features of a biography and an autobiography by the use of the text *When I was young* by Pila Wuk. Pupils thoroughly enjoyed the choice of text and read it expressively. It motivated pupils to want to write. They knew the importance of 'emotive language' in writing. Their use of correct spellings was reinforced through effective teaching of prefixes. Standards of spelling and handwriting are good. Staff enhance pupils' spelling skills through good use of computer programs. Throughout the school, pupils practise their spellings on the computer regularly.
81. Pupils achieve well across a range of writing, such as poetry, story, reports and scripts, because of the good writing curriculum that teachers provide. A Year 5 pupil opened his story: 'One day I was making a phone call and I unintentionally...'. This is typical of the very good use of language by pupils throughout the school. A Year 2 pupil wrote: 'Scratch, scratch. I sat bolt upright. The noise was coming from the forbidden door'. The quality of pupils' poetry writing is of a very good standard. In their writing in the style of a Shakespearean sonnet a pupil wrote: 'Youth is full of hope, Age is careful at all times'. Teachers have high expectations for correct punctuation. Pupils reflect these high expectations by correctly punctuating their work. A Year 4 pupil wrote: 'He said, "Ah there you are", the unicorn trotted gently towards the little man'. Teachers' good quality marking enhances pupils' learning. In one piece of work entitled 'Savage Sea Lions', the teacher's helpful comments meant the pupil improved the quality of the vocabulary he used. For example, the pupil replaced the word 'went' with 'floated'.

82. Teachers develop literacy skills in other subjects effectively. For example, in geography Years 1 and 2 pupils wrote good quality accounts of the land use in Scarborough. There is much evidence of the use of information and communication technology to support pupils' learning. Pupils word process poems, stories and accounts of visits. In history, pupils word-processed their accounts of a trip to Belper Mill. They wrote a poem on the computer entitled 'A circle is...'. Years 5 and 6 pupils word-processed their modern Shakespearian sonnets. In geography, Year 2 pupils wrote about Egypt. Teachers encourage pupils to use the correct terms within the subject they study. For example, a Year 6 pupil wrote in science: 'chlorophyll is bundled into packages called chloroplasts'.
83. Reading standards are very good. Very significant factors in the pupils' success in learning to read is the excellent support they receive from their parents at home and the teaching assistants in school. The good teaching of basic skills combined with a variety of interesting activities that teachers give pupils have a positive effect on pupils' standards. For example, a Year 1 lower attaining pupil tackled new words using a variety of taught methods. He sounded out letters to word-build and had a good recall of words that are used most often in books. By the time pupils leave the school they are confident readers, who show very good expression and intonation. For example, Year 6 pupils demonstrated all these attributes during a literacy lesson about the text *When I was young*.
84. Teaching is very good and affects pupils' learning positively. Teachers structure the different parts of the literacy lessons carefully. As a result, pupils waste no time and they cover a lot of work. Teachers ensure that work is sufficiently challenging yet matched to the learning needs of all pupils. In a Years 2/3/4 lesson, the higher attainers used complex sentences with conjunctions in their letter replies. The lower attainers, who received very good support from the teaching assistant, completed work about how to lay out a letter correctly. Teachers use correct technical words and they encourage pupils to use them in English and other subjects. The school's system for assessing pupils' achievements has improved significantly since the last inspection. They are now good. The subject is very well led by a knowledgeable and supportive co-ordinator. Her leadership too contributes significantly to the high standards.

MATHEMATICS

85. Inspection evidence indicates that standards of attainment in mathematics are well above those normally found by the end of Year 2 and Year 6. The standards are higher than they were at the time of the last inspection because the quality of teaching has improved and the National Numeracy Strategy is firmly embedded in the work of the school. There is no significant difference in the attainment of girls and boys. Pupils make good progress throughout the school because the quality of teaching is very good. Pupils with special educational needs are fully integrated into all classroom activities and they make similar progress to their classmates. Higher attaining pupils are effectively challenged and this results in them achieving their full potential.
86. By the end of Year 2, pupils have a very good knowledge of the value of each digit in numbers to 100 and they use this knowledge to solve problems accurately using numbers to 1,000. They know the properties of two- and three-dimensional shapes. They calculate the perimeters of shapes correctly. They construct and interpret graphs accurately. Their work on time and co-ordinates is to a very good standard. There are no significant weaknesses in pupils' attainment. Mathematics attainment by the end of Year 2 is a strength of the school, reflected in the fact that the results of the 2001 national test placed the school in the top 5 per cent of schools nationally.

87. By the end of Year 6 most pupils are very proficient in arithmetical calculations. They work quickly and accurately both mentally and in written form. They have a very good recall of number facts and manipulate number competently. For example, they work quickly and accurately finding the mean of a range of two- and three-digit numbers. The teachers encourage this speed of thought by maintaining a brisk pace to lessons and importantly they ensure that pupils have a very good grounding in basic mathematical skills. Pupils have a very good knowledge of ratio and proportion, negative numbers, percentages and reflective symmetry.
88. Pupils have a very good grasp of mathematical ideas and explain their thinking confidently. They use the correct mathematical language and give reasons for the conclusions they reach. Teachers give pupils opportunities to work independently and to share their knowledge and understanding with others when appropriate. All pupils apply themselves enthusiastically to their work. Teachers make good use of praise and encouragement and this has a positive effect on pupils' learning because it makes them feel confident so that they enjoy their mathematics lessons.
89. Mathematics is taught very well. The teaching has many strengths and no significant weaknesses. Through skilled questioning teachers ensure that pupils can look for patterns in number sequences and seek to establish a rule they can apply in all situations. For example, in a Years 5/6 lesson pupils were quick to recognise how to calculate the mean, median, mode and range of a group of numbers. Teachers have high expectations of what they want pupils to achieve in mathematics. Some pupils are taught work that is consistently above that expected for their age. This was very evident in a Years 2/3/4 lesson on budgeting for a party.
90. A strong feature of all lessons is the way teachers manage the different parts of the National Numeracy Strategy successfully. Mental calculation work is completed effectively at the start of the lesson. Teachers make very good use of pupils' previous learning in the introductions to lessons, and use the end of the lesson successfully to review pupils' understanding of the work. Assessment procedures are good and teachers use them to good effect to set targets and plan future work. In all lessons, teachers provide pupils with very good opportunities for speaking and listening and encourage pupils to use mathematical vocabulary accurately. Classroom displays of mathematics work supports this. There are sound links with other subjects, including literacy, geography and information and communication technology. Staff have excellent relationships with the pupils and this underpins their successful management of pupils' behaviour. Pupils' very good behaviour and attitudes make a positive contribution to their learning.

SCIENCE

91. National test results for 2001 showed pupils in Year 6 achieved standards in line with the national average. Pupils currently in Year 6 produce work above the national average. Throughout the school pupils with special educational needs make good progress similar to their classmates. This is because they receive good levels of additional help in class. In spite of the good progress pupils make by the age of 11, they do not achieve as well as pupils from other schools similar to Horsley.
92. Standards in the current Year 2 are very good. In Years 1 and 2 the quality of teaching is good, therefore pupils make good progress and achieve higher standards of work because the work they are given is challenging. For example, in Year 2 pupils have sorted objects according to whether they were manufactured or natural, but pupils also knew some natural materials are the basis for man-made items such as cotton dresses and woollen sweaters. Work provided by teachers is stimulating and exciting. Teachers give pupils very good opportunities to learn through first-hand investigations and through

working in small groups. Computers are used well to support the recording of evidence and the presentation of results.

93. Pupils in Years 1 and 2 make good progress in their lessons and over time it is often very good. Pupils record some of their work in exercise books and some is completed on worksheets. Those who record their own accounts of their science work have a clearer knowledge and understanding of the subject. Pupils talk knowledgeably about what they have recorded, because of their good level of scientific language. For example, they keenly explain why we need food and a balanced diet. They are familiar with a wide range of uses of natural and man made materials, including wood, plastic, wool and paper. They have a very good understanding about the benefits and dangers of electricity and have an excellent knowledge and understanding about safety issues. All pupils enjoy investigative work. It is especially beneficial for pupils who have special educational needs, who receive very good support from classroom assistants and their classmates. The practical approach to learning ensures they make secure progress in developing their knowledge and understanding of the subject.
94. Standards in Year 6 are good. However, in spite of the majority of pupils having made good progress, pupils who are capable of achieving higher than average standards are not making as much progress as they could be in spite of being keen and conscientious in their work. They have high personal aspirations and want to do well in the national tests, but they are not made to work hard enough to achieve this. All pupils make good progress in practical activities, and this is evident from the level of detail pupils include in their recorded work. For example, pupils who were testing materials for their magnetic properties confidently included opinions and predictions about which would be the best and least effective. Different groups tested different variables. The lesson was well taught because the teacher had high expectations about what the pupils could achieve. The teacher's own confidence and secure knowledge and understanding about the subject was evident from observations and comments written in pupils' books and these clearly stimulated pupils' discussion. Recording shows the work was interesting and challenging, therefore pupils had to concentrate and make more effort to work out a solution to the challenge they had been set. A high degree of emphasis had been placed upon developing their knowledge and use of specific scientific vocabulary. In a good Years 5 and 6 lesson where pupils were given the opportunity to research generators, turbines and power plants using information from the Internet, this enabled them to assess the quality and extent of their own learning. This increased their self-confidence and generated a positive attitude to the subject as they could see the practical application of their newly gained knowledge and understanding within their own daily lives.
95. Pupils cover a good range of work, but some of it is not hard enough for pupils who are able to achieve higher standards. This is particularly evident for the oldest pupils in the two junior classes. For them work is too superficial and not always presented well enough. Teaching does not allow enough flexibility for pupils to learn through more demanding experiences. However, pupils do write good accounts of their work and develop their use of vocabulary well. Pupils make the best progress in lessons where the tasks they are given help them to develop skills of recording their work using diagrams, labels and the interpretation of data. In discussion with these pupils, they are able to explain basic features clearly such as fair testing, and they are experienced and familiar with devising and carrying out their own experiments and investigations with confidence and maturity.
96. Science is taught well throughout the school. The most consistent strength is the way in which teachers manage pupils' behaviour. As a result, pupils like their teachers and show them great respect. Teachers are effective and organise their lessons well by using a range of different teaching styles to vary the lesson. They expect pupils to work hard and try their best so they make the work challenging and interesting. The work pupils produce

is usually well marked to include comments, which help pupils improve their work. Pupils usually enjoy their lessons and behave very well. Throughout the school teachers' planning for what pupils are going to learn in each lesson is good. This is a significant feature, which contributes to the progress pupils make in the subject by the time they leave the school.

97. The co-ordinator for science provides good leadership. The procedures for assessing pupils' work are good and the use teachers make of the information is satisfactory. Records are kept which help teachers plan what to do next, but teachers do not keep adequate information about the development of pupils' skills. Pupils who are capable of achieving better than average standards of work are not always being given tasks that are difficult enough. There is not enough time devoted to consistently monitoring the effectiveness with which the teachers' plans are implemented in the classroom and how they affect the quality of teaching especially in terms of the amount of time available for teaching science.
98. Since the time of the last inspection good progress has been made in raising standards. The school is aware of the need to continue to raise standards further so that the more able pupils achieve even better, and the school is well placed to achieve this aim.

ART AND DESIGN

99. By the age of 7 pupils' work in art is generally of a standard expected for their age. Pupils make steady progress in their art lessons. By the time pupils are 11 they continue to produce satisfactory standards of work and make satisfactory progress. Pupils with special educational needs make similar progress to that of their classmates.
100. Through cross-curricular links with other subjects, teachers provide pupils with opportunities to observe objects and record their observations using pencil crayons, felt pens, chalk and charcoal. The range of work systematically promotes the development of most skills associated with the subject. Pupils' ability to appraise and evaluate their work is satisfactory. Only one art lesson was observed during the period of the inspection. Judgements, therefore, also take into account evidence gained from an evaluation of teachers' planning, school documents, scrutiny of pupils' work and discussion with staff and pupils.
101. Pupils in Years 1 and 2 explore to a sound standard the media of paint and pastels by mixing colours, examining texture and application using a variety of tools, including brushes of various sizes and shapes, their hands and simple shapes for printing. They use paint and collage imaginatively to illustrate various themes, and as part of many other subjects. To illustrate their work in English, they produced pictures of 'The Emperors New Clothes' and in religious education they illustrated their own ideas about what God made during the Creation. Pupils in Years 1 and 2 do not have sketchbooks, so this precludes opportunities to make links between what pupils produce in art lessons based upon preparatory work, such as testing the effects of different types of pencil, crayon or shade matching. Examples of well-known works of art are displayed around the school to help pupils develop an appreciation of the work of artists such as Van Gogh, Picasso, Da Vinci and Hans Holbein. Throughout Years 1 and 2 pupils show respect for and pride in their work, especially when it is displayed in the corridor and in their classrooms.
102. In Years 3 to 6 pupils steadily continue to develop their skills, knowledge and understanding of the subject. For example, in Year 5, pupils study the work of Chinese artists and use some of their techniques to replicate the style of work found in caves, tombs and wooden palaces, especially in terms of the importance colour plays in Oriental painting. By analysing the work of more famous artists such as Van Gogh and comparing it with their own, pupils discuss the importance of looking at objects from different

viewpoints when creating balance and proportion within a finished piece of work. Younger pupils effectively learn the importance of observation when working on replicating traditional Indian patterns and take care when mixing paints to create the correct shades when adding fine detail. They use their imagination well when they produce random and repetitive patterns, such as personalising the ornate style of face-masks worn by elephants during important ceremonial occasions or during pageants.

103. Pupils talk very positively about their art lessons and they behave very well. Older pupils discuss their work eagerly and confidently. They are adept at making suggestions about ways in which they could improve their work. They knowledgeably explain different techniques for producing pictures. Year 6 pupils recall a range of work they enjoy as they progress through the school. Pupils gain good experience from working in two- and three-dimensional materials, including clay and textiles. In the lesson observed, pupils enjoyed the practical activities, concentrated on what they were being taught and took care of their own and others' work. They talked enthusiastically with each other whilst working and showed a pride in having their work praised and admired by their teacher and other adults in the class.
104. The standard of teaching is satisfactory. Importance is attached to celebrating pupils' achievements by displaying their work sensitively. However, examples of good quality work produced by the pupils are not all well annotated or clearly attributable to individuals within classes. Insufficient use is made of sketchbooks.
105. Good systems are in place for monitoring classroom practice. A collection of pupils' work to inform teachers about standards to assist them in planning for the development of skills, knowledge and understanding is being planned. The use of assessment is beginning to inform teachers' planning to ensure pupils develop skills progressively as they move through the school. Opportunities for art to contribute to the spiritual, moral, social and cultural development of pupils are good, but more use could be made of visiting artists, especially from non-western cultures, to add variety to pupils' learning.
106. The lack of space within the school for teaching art restricts the range of activities in which pupils can participate. There is a serious lack of storage space for an adequate range of materials and resources. This also impedes the breadth and balance of art activities, especially opportunities for three-dimensional work and creating and displaying large two-dimensional work.

DESIGN AND TECHNOLOGY

107. Standards of pupils' work at the ages of 7 and 11 are satisfactory. Pupils, including those with special educational needs, make steady progress. However, learning opportunities are limited due to a lack of teaching and storage space and too few resources within the school for pupils to use in their lessons. Design and technology activities are used effectively to extend pupils' learning in a range of other subjects of the curriculum, for example in history. However, opportunities are frequently missed to spend adequate time in developing pupils' knowledge, understanding and skills within the subject itself. No design and technology lessons were observed during the inspection; therefore, judgements take into account a range of other evidence available in the school. Since the last inspection improvements have been made to teachers' planning through the development of a scheme of work and policy for the subject.
108. Pupils in Years 1 and 2 achieve satisfactory standards of work. In both year groups, the teaching promotes and encourages pupils to create their own designs and evaluate the success of their ideas. No lessons were observed in these classes during the inspection, but samples of work pupils had completed were displayed and available for scrutiny. Pupils gain experience of designing, making and evaluating a range of puppets, including

finger, string and glove puppets to a good standard. Pupils use a range of materials to good effect, including fabric, braid, beads and buttons. They join correctly the different components with glue, staples, sellotape and stitching. Pupils produce good work with clay when they make simple thumb pots, which they paint in vibrant metallic paints. Linked to their geography and history work about houses, pupils have designed their own dwellings to include an evaluation of suitable materials, explanations of their unique features and a description of the construction process.

109. Teaching and learning in Years 3 to 6 are satisfactory. Although, again, the range of learning experiences pupils receive is limited. Pupils construct good quality three-dimensional models of desert islands using simple materials, such as various types of card and paper. Incorporated into the finished products are supporting features such as trees and bridges. As part of their history studies about the Aztecs, pupils in Years 5 and 6 have made good three-dimensional models of houses and monuments. When they discuss their design and technology work, pupils in Year 6 enthusiastically recall several projects they had completed during their time at the school. Of particular note were the model dragons from *The Hobbit*. They found the work challenging and stimulating because they used a range of media and components, including nets, papier-maché and simple circuits to illuminate the dragons' eyes. They also recall having enjoyed working with clay to make dolphins, coil pots and trinket boxes.
110. Pupils enjoy the practical aspects of the subject. They know how to work together safely and sensibly. Older pupils discuss past work objectively; they appreciate the need to offer and receive help willingly, whilst being sensitive in how they discuss the work of others in the class. However, their limited experiences mean that in discussion about their work they are not sufficiently confident to suggest many ways to utilise features such as electrical components, information and communication technology control or mouldable materials. The limited space also restricts opportunities for food technology, although pupils did enjoy making biscuits and meringues.
111. In spite of the limitations imposed by the cramped accommodation teachers are very good in ensuring that all pupils have access to the design and technology curriculum. Teachers are highly committed to improving the subject and they have high expectations of what pupils should achieve. They are committed to providing the best education they can for their pupils and frequently supplement the limited school resources with materials they bring into school themselves

GEOGRAPHY

112. Standards are above national expectations by the end of Years 2 and 6. The good standards reported on at the time of the last inspection have been maintained. The quality of teaching and learning is good and pupils make good progress, including those with special educational needs, by the time they leave the school.
113. By the end of Year 2, pupils have a good knowledge of contrasting localities in Britain. They achieve this through good quality work in their study of Horsley and Scarborough. They draw accurate maps of Scarborough that contain a clear key. They develop their literacy skills successfully in their written work about the land use in Scarborough. They contrast this with Horsley by developing good numeracy skills in producing good quality pictograms of the types of buildings found near the school and the materials from which they are built. In a good lesson, pupils developed their understanding about how Horsley differs from Delhi in India. Through skilful questioning by the teacher, pupils identified key differences between Indian transport and that found around Horsley. The teacher used subject specific language very effectively. By the end of the lesson, pupils had a clear understanding of the difference between 'rural' and 'urban'.

114. By the end of Year 6, pupils have a good knowledge of climates. In very good written accounts, the pupils clearly distinguish between climate and weather. Their descriptions of equatorial, monsoon and savannah climates demonstrated very good use of their literacy skills in geography. For example, one pupil wrote: 'They are described as subtropical even though they are outside the tropics'. Their work on countries within the European Union is also of good quality. In a good lesson about land use in a seaside town, pupils showed a good knowledge and understanding of the differences there compared with where they lived. The teacher's secure subject knowledge and good use of pupils' previous learning were the basis of the successful lesson. It meant work was matched to pupils' varying abilities and thus all pupils made good progress.
115. Map work features prominently in pupils' learning. Younger pupils show on a map of Britain the places they have been to on holiday. This is extended for some pupils to include a map of the world. In contrasting localities, pupils draw and study a map of the centre of Luxor in Egypt. Older pupils use maps of the locality to identify potential areas for housing development. Teachers are alert to integrate information and communication skills into geography. For example, Years 5 and 6 pupils complete on a weekly basis their 'Where in the world and in the news' books. This gives them opportunity to study current affairs and develop their knowledge and understanding of places and people around the world. In their studies about India, Year 4 pupils used the Internet to compare the temperatures in Derby with those in Delhi. Teachers assess pupils' achievements effectively at the end of a topic. This gives them a clear picture of what pupils know, can do and understand. As indicated above, they make good use of pupils' prior learning to plan appropriate work.

HISTORY

116. At the end of Year 2 and Year 6 pupils produce good standards of work and make good progress. Throughout Years 1 to 6 pupils with special educational needs make similar progress to their classmates. Standards have been maintained since the last inspection.
117. By the age of seven pupils have a clear understanding of chronology and how things change over time. Pupils demonstrate this in Year 1 when they compare pictures of early houses and dwellings of long ago with their own. Past events in British history capture their imagination. Pupils in Year 2 talk enthusiastically about the Great Fire of London. They compare and contrast methods of fire fighting and recall detailed information about the work of today's fire brigades and how this differed from the way in which fire was extinguished in times gone by. Pupils have a good knowledge about well-known historical figures, such as Queen Victoria. Several pupils are of the opinion she was very clever as she could speak French, German and Italian as well as English. They also think she was very young, at age 18, to be married to Prince Albert. For such young pupils they have a good grasp of heredity and the relationship between different generations of the Royal Family. For example, they know Prince Charles is the Queen's son and the Queen is Prince William's grandmother. By looking at artefacts, pupils appreciate the changes of style and materials used to make children's toys and games. Teachers make good use of visits; for example, during a visit to Belper North Mill pupils gained first-hand experience about what life would have been like as a mill worker in Victorian England.
118. At age 11 pupils have a good knowledge about key dates, events and periods in British history. Their level and range of knowledge is well developed so they have high levels of confidence to explore arguments about past events. Pupils' experience of the history of other eras and cultures such as the Romans, Vikings and Victorians is good. Teachers give pupils opportunities to examine different perspectives and aspects they find of particular interest. For example, pupils were keen to find out about the British Empire and the reasons people travelled to the colonies. They explain how important it was at the

time for the British to help other nations develop their trade and commerce. Some similarities could also be found between the British Empire and those of the Romans, Mongols, Ottoman and Byzantines. Good opportunities are provided for pupils to develop their literacy skills. Pupils produce good quality written accounts of events they have previously researched using secondary sources of evidence located in books and on the Internet. Some accounts of the abdication of Edward VII and other world events of 1936 are of particular note. Pupils know that in that year the Spanish Civil War started, Roosevelt became President of the United States and Jesse Owens won four gold medals at the Olympics. Their knowledge of the Second World War is also good. The quality of their written accounts of events like the Battle of Britain and other key points are collated sequentially and provide them with a diary of events covering the duration of the War. They empathise with children of the time having to be evacuated and were pleased they did not have first-hand experience of having to leave home for similar reasons.

119. No history lessons were observed during the inspection; however, other evidence indicates that over time the quality of teaching in history throughout the school is good. Pupils feel that teachers make learning exciting. Teachers encourage pupils to debate fact and opinion, such as in relation to child labour, through role-play as mill owners and workers. This results in pupils showing good levels of concentration and an eagerness to learn. Pupils make good progress because the work they are required to complete is challenging. Pupils compare similarities of World War II with the unrest in Afghanistan and Israel and how organisations such as the Red Cross continue to play such a vital role in providing aid to war victims.
120. The school has established a simple programme of visits and visitors to ensure pupils enjoy learning about events from the past. Within the immediate vicinity of the school the rich local heritage of the village is also used well. Pupils relished the opportunity to become Vikings when a visiting drama group spent time at the school. Good opportunities are provided for pupils to develop their research skills and then write extended accounts of what they have discovered. The school is using the national guidance document for history to help teachers plan their lessons to ensure pupils make progress and develop a wider knowledge and understanding of the subject. The lack of storage space within the school limits the range of artefacts available for teachers to use in their lessons and also there is very little space for pupils work to be displayed.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. By the end of Year 2 and Year 6, pupils' attainment in information and communication technology is above that found in most primary schools. This represents good improvement since the last inspection. The high standards of pupils' work in Year 6 reported on in the last inspection have been built on well and there has been very significant improvement in standards by the end of Year 2. Pupils achieve well by the time they leave the school. Pupils identified as having special educational needs make good progress. There is no marked difference in the performance of girls and boys.
122. There are a number of reasons for the improvement in standards since the last inspection. A considerable investment in time and money has included staff training, and the school plans even more for the future. The quality of teaching is good. Lesson planning is good and ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The co-ordinator leads the subject very well and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully. She receives very good support from a visiting specialist who provides teaching expertise and advice. Support staff also enhance pupils' learning very significantly. Assessment procedures are satisfactory and the co-ordinator is in the process of devising new procedures of potentially good quality.

123. Teachers have a good knowledge of the subject and provide a wide range of work for pupils. Year 1 pupils use appropriate tools to draw a house on the computer screen. They word-process poems to a good standard. Year 2 pupils retrieve images from a server and add text in a text box to good effect. They incorporate digital photographs in their written work about their visit to the local church correctly. They sequence instructions properly to control lights. Pupils make good use of an art program to produce book covers for 'World Book Day' books. They send and receive e-mails correctly.
124. Pupils in Years 3 to 6 further gain in confidence and competence working with computers. They access the Internet and use it effectively. They produce good work about Florence Nightingale. Teachers develop pupils' literacy skills well during word-processing exercises. They draft and re-draft work. Pupils produced good quality work about the dangers of electricity and for 'World Book Day'. Years 3 and 4 produced good work, as part of a music project entitled 'Never had a dream come true'. Teachers develop good links with the development of pupils' numeracy skills. This was exemplified by Year 6 pupils' use of a spreadsheet to input information about pocket money and then to work out a formula to complete various calculations.
125. Teachers have high expectations for what pupils can achieve and, therefore, plan work to extend pupils' learning. For example, Years 5 and 6 pupils put together a multimedia presentation by using a specialised program. Their presentation of different ways of presenting information about a land-use analysis from aerial photographs was of the highest quality.

MUSIC

126. In the one lesson, with Years 2, 3 and 4 pupils, observed during the inspection standards were above national expectations. There were no music lessons observed involving Years 1, 5 and 6 or with some of Year 2 so it not possible to make a judgement about overall standards or quality of teaching by the end of Year 2 or Year 6. Singing in assembly is good. Pupils sing tunefully and with enjoyment. Most pupils maintain a steady rhythm and pitch high notes with some degree of accuracy. The written recording of composition work throughout the school is good. It ranges from Year 2 pupils producing rhythmic patterns represented by symbols to Year 6 pupils using musical notation for their 'Happy Birthday' tunes.
127. In the lesson observed during the inspection the quality of teaching was good. During the introductory song *Whoopah Wahey*, pupils sang tunefully and melodiously. The choice of song motivated pupils to want to learn, and the inclusion of actions made the learning enjoyable as well as effective. Pupils clapped correctly a rhythm in response to the teacher's clear instructions. Indicative of the excellent relationships within the class was the spontaneous applause that greeted a pupil's playing of a rhythm on a tambour. Pupils' behaviour throughout the lesson was excellent. They listened respectfully to others' performances and worked well in pairs whilst clapping out rhythms. By the end of the lesson pupils developed a good understanding of melody and harmony. The teacher's secure subject knowledge ensured that pupils differentiated between melody and harmony correctly. The lesson concluded with pupils singing an African song *Jabulani*. They thoroughly enjoyed this and it also enhances their appreciation of music from other cultures.
128. The teachers' planning of pupils' work is good and ensures National Curriculum requirements for the subject are met. Assessment procedures are satisfactory. Teachers assess pupils at the end of a topic and have a sound idea of pupils' achievements.

PHYSICAL EDUCATION

129. During the inspection one games lesson was observed that was taught to pupils in the Years R/1/2 class. Standards were in line with national expectations in that lesson. There is insufficient evidence to make an overall judgement about standards in the school or the quality of teaching. Swimming standards are satisfactory. The teachers' planning for the subject ensures that there is adequate attention given to all areas of the subject throughout the year. During a residential visit, Year 5 and Year 6 pupils participate in adventure activities that include kayaking, orienteering, archery and abseiling. Pupils also benefit from extra-curricular activities that include football and netball.
130. In the good lesson observed, the teacher provided appropriate warm-up activities of stretches and jogging exercises. During a pause for pupils to get their breath back, the teacher established through a question and answer session that pupils knew the value of exercise and how it affects their bodies. The excellent relationships were the cornerstone of the teacher's behaviour management and the result was that pupils behaved very well throughout the lesson. Careful planning and timing kept pupils working throughout the lesson. In response to good teaching pupils improved their performance by 'keeping their eye on the ball'. This meant they caught the ball more often. By the end of the lesson, Year 2 pupils threw with a good degree of accuracy and usually caught the ball cleanly. Pupils with special educational needs were fully included in the lesson and made good gains in the skills of throwing and catching. The good progress was a direct result of very good support provided by the teaching assistant. She demonstrated very good use of praise and encouragement, and established clear parameters for their behaviour.

RELIGIOUS EDUCATION

131. Standards in religious education are good and are higher than those expected in the locally agreed syllabus by the end of Year 2 and Year 6. Pupils of all abilities make good progress in their understanding of Christianity and in their ability to discuss issues and empathise with others. They also make good progress in gaining knowledge about other world religions. Standards have been maintained since the last inspection. This is the result of the school's decision to focus on developing the national guidance for the subject to improve its planning and assessment of pupils' progress.
132. By the end of Year 2, pupils recognise the importance and value of friends. They list the qualities they would like in a friend. They develop a good sense of community and recognise the value of belonging to organisations and groups. They recall Bible stories, such as Noah's Ark and Moses, and understand well that there are special events recorded in this 'special' book. They know about the special symbols in other religions, such as the Menorah and Star of David in Judaism, and that Diwali is the Hindu festival of light. They visit the local church and describe the Christian festivals of Christmas and Easter and understand well that different behaviour is required in a church. They discuss the various celebrations and special occasions that happen in church and other places of worship and are knowledgeable about the purpose and organisation of welcoming ceremonies for new babies.
133. By the end of Year 6, pupils have a satisfactory knowledge of stories about Jesus and use the Bible to extract information about Him. They know about the Ten Commandments, write their own ten 'special rules', and extend this to thinking about the ways in which they can make their own lives peaceful and positive. They know some of the major stories from the Old Testament. Their understanding of other world religions is good. They talk knowledgeably about Judaism and about the major festivals in the Islamic and Hindu religions. They are aware of the significance of the Five Pillars of Islam, that the Qu'ran is equivalent to the Christian Bible and that Muslims are expected to pray six times a day. They know that Muslims go to a Mosque to worship and that it is the ambition of every Muslim to visit Mecca. Pupils have compared aspects of the six

major world faiths, for example Hindi and Sikh birth celebrations, Jewish and Christian marriages and how individuals are prepared for adulthood, death and the after life in each of the six religions. Through these studies they have discovered many similarities and this has helped them understand the need for tolerance and respect. They are very mature in their discussions about racism, and are sufficiently confident to share their own personal experiences as well as being able to empathise with people who are victimised because of their beliefs. The developing links between religious education and personal and social education help to consolidate standards in religious education.

134. The pupils' attitude to the subject is very good. Pupils are keen to participate in classroom discussions and happy to share their feelings and thoughts with other members of the class and their teacher. They listen well to different points of view. Their written work is usually well presented. Pupils enjoy assemblies that take place in the school, especially those led by the headteacher, which positively contribute towards the standards achieved in religious education.
135. The quality of teaching throughout the school is good. Teachers present work in an interesting manner and have high expectations of the pupils. The excellent management of the pupils' behaviour enables them to participate well in class discussions and to learn from each other's experiences. Lessons are well planned and the worksheets that pupils are given are effectively designed to promote a variety of responses. Marking of pupils' work is thorough and ensure pupils' understanding of factual information is secure. Teachers have sufficient knowledge and understanding of the subject to be confident of their presentation in lessons in an interesting and imaginative way. However, the school does not possess a wide range of artefacts as there is no space for storage. The school is aware that pupils would be helped to gain a greater understanding of other religions if they were able to visit more places of worship in addition to a Christian church and Hindu temple, and be able to speak with more visitors to the school who belong to other world faiths.