

INSPECTION REPORT

LONG LANE C.E. SCHOOL

Ashbourne, Derbyshire

LEA area: Derbyshire

Unique reference number: 112846

Headteacher: Mrs S Goodall

Reporting inspector: Mrs Lynne Read
21199

Dates of inspection: 21 - 23 May 2001

Inspection number: 197462

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 category:	Voluntary controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Long Lane Dalbury Lees Ashbourne Derbyshire
Postcode:	DE6 5BJ
Telephone number:	01332 824339
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Appropriate authority:	The governing body
Name of chair of governors:	Rev P M Bishop
Date of previous inspection:	16 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21199	Lynne Read	Registered inspector	English Information and communication technology Design and technology Physical education The Foundation Stage Equal opportunities	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed?
19439	Doreen Shotton	Lay inspector		How high are standards? b) 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?
31914	Colette Gribble	Team inspector	Mathematics Science Art Geography History Music Special educational needs English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Long Lane Primary is a small Church of England school serving several surrounding villages and farmsteads. Some pupils travel from further afield. The building was opened in 1866 and, in terms of accommodation, has changed little. There are two classrooms, outside storage rooms, a small resource area and a kitchen. Pupils are taught in two classes, with those aged four to seven in one class and all the juniors in another. Facilities for physical education and play include a large field and limited hard surface areas. Office accommodation is provided in an attached mobile unit.

Currently, there are 46 pupils on roll and none of them claim entitlement to free school meals. A total of 14 pupils are on the school's register of special educational needs, representing 30 per cent of the school population, and this is well above average. Four pupils have a formal Statement of Special Educational Needs and, again, this is above the average. Many parents make a positive choice to send their children to the school, despite having to travel some distance, because of its stated aims and the nature of the learning environment. No pupils are from ethnic minority backgrounds and all speak English as a first language. Attainment on entry varies widely and, because of very small cohort numbers, changes from year to year. In the present academic year, it is broadly average. The school is especially proud of its links with the local parish church and its strong community spirit.

HOW GOOD THE SCHOOL IS

Long Lane Church of England Primary is a good school and has made very good improvements since the last inspection. Pupils thoroughly enjoy their work and make good progress. This is because of the high standard of teaching, excellent relationships and very good leadership. The many strengths far outweigh the areas identified for development. The school provides good value for money.

What the school does well

- Pupils of all abilities make good progress in English, mathematics and science. In the National Curriculum tests for 11-year-olds in 2000, all six pupils attained the expected Level 4 or above in English and science. All but one pupil attained Level 4 or above in mathematics.
- Teaching is never less than satisfactory, the majority being very good or excellent.
- Pupils have very good standards of behaviour and very positive attitudes to their work and there are excellent relationships throughout school.
- Provision for pupils' social and moral development is very good within the supportive Christian ethos of the school.
- Provision for pupils who have special educational needs is very good.
- Very good strategic leadership is provided by the headteacher.
- The governors are very supportive of the school and provide good leadership and management.
- The school takes very good care of all its pupils, especially in providing for their personal and social education.

What could be improved

- Pupils' attainment in information and communication technology at age 11.
- Providing more challenge in Year 2 lessons for those pupils capable of higher achievement.
- Improving the curriculum for those children in the Foundation Stage to provide more opportunities for investigation and exploration.
- Improving opportunities for personal research and private study for all pupils, including library and computer facilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements in tackling the issues from the last inspection in 1997. Development planning is now clearly focused with specific targets based on identified priorities. Plans include details of success criteria, financial implications and evaluation procedures. Staff work well as a team, under the very strong leadership of the headteacher. Standards in design and technology, history and geography are now in line with expectations. Higher achievers are well challenged in Years 3 to 6 but the curriculum in Year 2 requires further development to cope with the needs of these pupils. Planning is thorough and includes all National Curriculum Programmes of Study. Teaching and completed work is regularly monitored to ensure continuity in learning. Pupils' progress

is carefully assessed and appropriate targets are set. The range of equipment and materials is adequate for all subjects and the school constantly audits provision in order to extend and enhance resources, as funding allows. All statutory requirements are met.

STANDARDS

Last year the results of the National Curriculum tests for 11-year-olds show that all pupils attained the expected Level 4 or above in English and science. In mathematics, all but one pupil attained the same expected level. The average point score for the school includes attainment at the expected level 4 and the higher Level 5. This shows that, taking the two levels together, results in English are well above national averages, whilst in mathematics and science they are in line with averages. Caution needs to be taken with the overall comparison since there were only six pupils in the cohort and 50 per cent of them were on the register of special educational needs. Nevertheless, the results show good improvements since the last inspection when attainment was well below average. When results are compared to schools that have a similar percentage of pupils claiming free school meals, a less favourable picture emerges. However, in this small community, it is known that some families are eligible to claim but choose not to do so. This has an adverse effect on the gradings seen. Results for seven year olds show that eight out of ten pupils attained the expected Level 2 or above in reading and mathematics and this is below the national average. In writing, seven out of ten attained the expected level and is also below average. There is very little attainment at the higher Level 3. This is an issue identified in the inspection and one that reduces the overall point score for the school that includes attainment at both the expected Level 2 and the higher Level 3. Inspection findings show that the majority of pupils make consistently good progress in reading, writing, mathematics and science and attain appropriate standards. There is, however, some slowing of progress for those capable of higher attainment in Year 2, largely because of huge demands on teacher time and in curriculum planning. Over time, trends of attainment at age eleven are rising faster than the national pattern and have recovered well from a dip in 1998, just after the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are very well motivated.
Behaviour, in and out of classrooms	Behaviour is very good throughout school, in lessons and on the playground.
Personal development and relationships	Relationships are excellent and make a significant contribution to learning and to the calm, orderly atmosphere within school.
Attendance	Attendance rates are above the national average. Pupils usually arrive on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Mostly very good	Mostly good with one third being very good	Mostly very good and excellent

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.

During the inspection, teaching in five per cent of lessons was excellent, in 48 per cent it was very good, in 42 per cent it was good and in the remaining five per cent it was satisfactory. This is a good improvement since the last inspection and the quality of teaching is now a major strength of the school. Teaching for pupils in the Foundation Stage is mainly very good. The teacher sets high expectations and puts a strong emphasis on establishing routines and independence. She does all she can to overcome the limitations in space and resources for this age group and is mindful of their needs as very young children. In Years 1 and 2 teaching is good and, in one third of lessons, it is very good. In most lessons, the teacher plans a mixture of demonstration, explanation and

independent tasks that leads to a good pace in learning. There is a suitable emphasis on teaching the basic skills, such as reading and number work. The diverse range of needs in this Year 1 and 2 and Foundation Stage class puts a huge demand on the teacher's skills and the planning of the curriculum. At present, the higher-attaining pupils are sometimes under-challenged and this is largely because planning does not cover the higher levels. Learning for these pupils is therefore slower. In Years 3 to 6, over half of teaching is very good and excellent. Pupils are fully challenged and expected to work hard. Careful assessment of progress leads to the setting of new goals and this ensures a good rate of learning. Skills of independence are well established and underpin the good standard of work seen. The teaching of pupils who have special educational needs is very good throughout school and leads to some very pleasing levels of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad interesting curriculum for pupils in Years 1 to 6 with a suitable emphasis on the core subjects of English, mathematics and science. The curriculum for children in the Foundation Stage does not include sufficient opportunities for practical investigation and exploration due to a lack of space and resources. Staff recognise the problem and do all they can to overcome the difficulties within the very small classroom.
Provision for pupils with special educational needs	There is very good provision for pupils on the school's register of special educational needs. All pupils share full and equal access to all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and moral development is very good throughout the school. For spiritual and cultural development it is satisfactory. Pupils have a good knowledge of local heritage but only a basic awareness of the cultures and traditions of the different ethnic groups that make up our present day society in Britain.
How well the school cares for its pupils	Very good practice ensures a high standard of pupil welfare. Assessment systems lead to the setting of appropriate pupil targets that build on prior learning. Positive strategies and a strong ethos support the very good behaviour and attitudes demonstrated by the pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, management and direction for the school. She is instrumental in maintaining the school's caring ethos. There is a successful, corporate approach to curriculum co-ordination, with both the full-time and the part-time teachers sharing responsibility for monitoring standards and provision.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and have the best interests of the pupils and staff at heart. They are increasingly active in school development planning and committed to their stated aim of constant improvement.
The school's evaluation of its performance	Teachers analyse test data to constantly check on progress made. Both teachers analyse pupils' performance and use the information to inform whole-school planning.
The strategic use of resources	School finances are managed prudently. Expenditure is linked to identified areas for improvement. The principles of best value are applied.

Accommodation is very limited. The staff do all they can to ensure that pupils' learning is not adversely affected by the lack of hall space by using physical education facilities at a nearby high

school. However, some issues remain. The floor area in the Foundation Stage and infant classroom is very restricted and there are hardly any facilities for the young children to engage in essential practical work. The classroom for Years 3 to 6 is cramped and there is no space for a library where pupils can engage in personal study and research. The new computers are not well sited if they are to be effectively used for group teaching. Resources meet requirements at present but there is a need for a wider range of equipment for children in the Foundation Stage, when space allows.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like coming to school. • Good standards of behaviour. • Teaching is good. • The information that they receive about their children's progress. • The good standard of leadership and management. • The school's commitment to personal development - pupils are encouraged to be mature and responsible. 	<ul style="list-style-type: none"> • Space and facilities for playtime. • The range of activities provided outside lessons. • The range of homework.

The inspection team fully endorses parents' positive views of the school. The outdoor space available for play is adequate and there are benches where pupils can enjoy a quiet time if they so wish. The headteacher and governors are investigating ways to extend the play area to the side and rear of the building whilst observing safety regulations. For the size of school and the number of staff, the range of extra-curricular activities is appropriate. Parents and governors may wish to explore the possibility of engaging some voluntary support to extend opportunities further. The amount and range of homework seen effectively support learning in the classroom and provide useful extension activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of the National Curriculum tests for 11-year-olds show that all pupils achieved the expected Level 4 or above in English and science. All but one pupil achieved the same standard in mathematics. The cohort amounted to six pupils and therefore percentage comparisons against national standards and similar schools are not reliable. They do, however, indicate that the percentage of pupils who attained the expected Level 4 in English and mathematics for the year 2000 is well above average and attainment in mathematics is average. Two pupils achieved the higher Level 5 in English and one pupil gained the same advanced standard in mathematics and in science. This represents good improvements overall since the last inspection in 1997 when attainment was well below average. The average point score for the school that includes attainment at Levels 4 and 5 together shows that results are well above national averages for English and in line with averages for mathematics and science. The results of the National Curriculum tests for seven year olds show that eight out of ten pupils achieved the expected Level 2 in reading and mathematics. This is very slightly below the average for reading but 10 per cent below in mathematics. In writing seven out of ten attained Level 2 and this is below national averages. Attainment at the higher level is below national averages with just one pupil gaining a Level 3 in mathematics. The school has far exceeded its statutory targets for attainment, in both 1999 and 2000.
2. Cohorts of pupils taking the National Curriculum tests are small and results vary from year to year. There is a high percentage of pupils at the school (around 30 per cent) who have special educational needs. Of these, 9 per cent have Statements of Special Educational Needs, which again is well above national averages. Taking into account all these factors, it is impossible to identify reliable trends in attainment over time. However, from the evidence available, attainment at the school in English, mathematics and science is rising faster than the national trend and has recovered well from a dip in 1998.
3. When children enter the reception class, they have widely varying levels of prior learning and experience. For example, there is a very clear difference in attainment between last year's intake and this year's. The school carries out a baseline assessment test and then learning targets are set on an individual basis. Regular checks on attainment then inform the next steps. Inspection findings show that children in the reception class make good progress in their lessons. However, because the curriculum is not as wide as it should be, due to lack of space and resources, progress overall is satisfactory in all the Early Learning Goals. Attainment, when they start their National Curriculum studies in Year 1, generally reflects the level at the start of school and varies widely from pupil to pupil.
4. In Years 1 and 2 pupils make good progress in reading. They develop a good range of strategies to help them tackle unfamiliar texts, both fiction and non-fiction. Their comprehension is good and they compare and contrast different writers' styles, expressing their opinions clearly. In writing, progress is slower. The recent emphasis on the teaching of phonics has improved spelling and the teacher is now focusing on developing pupils' skills in punctuation, style and organisation. Most can organise their thoughts effectively and write a sequenced story or factual report. In mathematics, progress is good as pupils learn to compute accurately using pen and paper methods and mental strategies. Pupils achieve a sound understanding in all areas of the science curriculum and begin to investigate and ask appropriate questions. By age seven, pupils' skills, knowledge and understanding in all other subjects are in line with national expectations and many have made great strides in their learning.
5. In Years 3 to 6 some rapid gains are made. By the end of Year 6 pupils' reading is fluent and expressive. They enjoy a wide range of genres and have favourite authors. Pupils investigate story structures and enjoy exploring different types of poetry. Most writing is lively and pupils are beginning to develop their own, distinctive style. The higher attainers experiment with subordinate clauses and a wide range of punctuation to achieve the desired effect. However, skills of personal study and research are not so well developed because of lack of opportunity. In mathematics, pupils develop a secure understanding of number, including decimals and fractions. They have a good grasp of different strategies to use when problem solving. In science, skills of enquiry, investigation and fair testing are well developed. Knowledge and understanding of the natural world, materials and physical processes are often good. By age

eleven, pupils' attainment in all other subjects is in line with national expectations with the exception of information and communication technology. They produce work using word processing programs and organise information using a database. Most know how to program a floor robot but skills overall are not sufficiently developed. Progress has been hindered by a lack of up-to-date computers and the school has only very recently been cabled for Internet access. With the appointment of a specialist peripatetic teacher for the next academic year and the improved resources, the school predicts that attainment will rise.

6. Pupils who have special educational needs make very good progress in relation to prior learning and abilities. A tailored programme of support is devised and all staff involved with the pupils know their specific learning targets. All pupils are fully included in all aspects of the school's work and have access to extra-curricular activities and school visits. There have been very good improvements in provision since the last inspection.
7. Those pupils who are capable of higher attainment are well challenged in Years 3 to 6 and this can be seen in the advanced work that they cover. In Year 2, there is little evidence of curriculum planning or of work set at the higher level. The school has recognised this issue and has plans to rectify matters.
8. Attendance at the after school gymnastics club supports attainment in physical education and pupils have the opportunity to work for recognised awards and to develop their talents further.

Pupils' attitudes, values and personal development

9. Pupils' attitudes are very good. They enjoy coming to school and are keen to learn. In lessons they listen attentively, work hard and sustain concentration to complete tasks. They work well together, sharing resources and ideas freely. There is very good collaboration between all age groups. This has many benefits. Younger pupils find support and guidance whilst the older ones learn to take responsibility, to be aware of the needs of others and to gain in social skills. Pupils often follow the good standards and models set by the older pupils. In one lesson on information and communication technology, pupils showed enjoyment in learning and eagerly congratulated each other's successes. In another example, some reception aged children were playing a game to practise their mathematical skills. There was fair play and a remarkably graceful attitude to losing for such young children. At lunchtime, when the older pupils serve meals, everyone co-operates in the dining routines and shares in the social interaction. The personal development of pupils is very good. At an early stage pupils learn about the organisation of the school and contribute to its orderliness. In assembly, older pupils take responsibility for playing the music and for reading to the rest of the school.
10. The behaviour in and around school is very good. Pupils know what is expected of them and they very rarely need to be reminded of the rules. In the classroom, pupils listen thoughtfully to other people's views and opinions. They are extremely well organised. On several occasions, such as assemblies and at lunchtime, pupils move the furniture to create the required facilities. This is done in a minimum of time, without the need for adult directions and with great regard for safety. In the playground, some pupils play traditional games or talk in groups while others are more active. They respect each other's space and show great consideration if they bump into someone. Pupils are mindful of their friends who have special educational needs. They willingly help with mobility problems and react caringly to the actions of pupils who have complex and specific needs. There have been no exclusions from the school over the last three years and this is another indicator of the high standard of behaviour.
11. Relationships in the school are excellent. Pupils mix together very well indeed. In the playground boys and girls play together and older and younger pupils help each other. For instance, at play time a small boy wanted to play skipping but he needed help to turn the rope. He asked several older pupils to help and soon four or five were joining in with him. Pupils show respect for their teachers and other adults in the school. They take care of equipment and handle books well. There is an atmosphere of calm, trust and harmony throughout the school.
12. Attendance has been sustained at a good level and is above the national average. Pupils are rarely late and lessons start promptly, ensuring that no valuable learning time is lost. There is no unauthorised absence and these standards have been maintained for many years.
13. The very positive attitudes of pupils, their high standards of behaviour and the excellent relationships that exist are outstanding strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

14. During the inspection, 21 lessons or parts of lessons were observed. No unsatisfactory lessons were seen and over half of the teaching was of the two highest standards. In one lesson seen teaching was excellent, in 48 per cent of lessons it was very good; in 42 per cent it was good and in one further lesson seen it was satisfactory. This represents a very good improvement since the last inspection, especially in terms of teachers' subject knowledge and planning. The quality of teaching is now a major strength of the school and is directly responsible for the good progress made by pupils.
15. The Foundation Stage caters for children up to the age of six and is more commonly referred to as the reception class. These young children are taught alongside the Years 1 and 2 pupils in one small classroom. Overall, for this age group teaching is mostly very good, with the remainder being good. In detail: in 60 per cent of lessons, teaching was very good and in 40 per cent it was good. The teacher pays great attention to establishing routines and to developing confidence and independence in the children. This sets a very firm foundation for later learning. Expectations are high and children work hard to achieve the targets that are set for them. Planning and tasks take account of the children's different prior experiences and learning. Very often, in whole-class lessons, the teacher directs questions specifically to the younger children to check their understanding. There is a strong emphasis on teaching the basic skills in English and mathematics and this often leads to very good progress. The restricted space in the classroom severely limits opportunities for practical activities, especially those relating to the development of creative and physical skills and to knowledge and understanding of the world. The teacher overcomes the problem to some extent by successfully incorporating demonstrations and practical tasks into whole-class sessions. For example, in one science lesson children were encouraged to use their senses when detecting changes in food and had some good opportunities to investigate at first hand.
16. In Years 1 and 2, most of the teaching was good and, in 33 per cent of lessons, it was very good. The teacher uses an interesting range of resources to make learning exciting. Lessons have a good pace and often include a series of short tasks to ensure that all pupils remain interested and motivated. There is a strong emphasis on teaching the basic skills, including phonics and a good balance between collaborative and independent work. Lessons are planned according to the national schemes of work for this age group. At present, the plans do not cover the higher levels of the National Curriculum and opportunities to extend learning for those who are capable are sometimes lost in Year 2. This is also largely due to the diverse range of needs in this Years 1 and 2 and Foundation Stage class, which puts a huge demand on the teacher's skills and the planning of the curriculum. Classroom organisation is effective and efficient and there is a very good level of interaction between staff and pupils. Educational care officers are knowledgeable and well deployed in supporting pupils with special educational needs. However, targeted specialist help is required to cope with the more complex problems in the class.
17. In Years 3 to 6, over half of the lessons were very good or excellent. In detail, in 14 per cent of lessons teaching was excellent, in 58 per cent it was very good, in 14 per cent it was good and in a further 14 per cent it was satisfactory. Teachers set challenging learning targets for the pupils, ensuring hard work and sustained concentration. Very good use is made of exposition and demonstration at the start of whole-class lessons. All tasks are designed to carefully build on prior attainment and this underpins the good rates of progress seen. Pupils are encouraged to think things out for themselves, to use the available resources and to support each other appropriately. This leads to growing levels of independence and excellent collaborative skills. The quality of marking is very good. The teachers' comments are helpful in taking pupils' learning forward. Homework is well used. Tasks set are interesting and usually provide either an introduction to new learning, or reinforcement and extension activities.
18. Across all age groups, teachers establish excellent relationships with the pupils. An industrious atmosphere pervades the school and this encourages very good behaviour and enthusiasm for learning. Teachers tell pupils what they are going to learn, providing a clear focus for the lesson. Sessions are often concluded with some time to assess progress, tackle any misconceptions and to congratulate individuals on their successes. This encourages pupils to take responsibility for their own work and supports the development of confidence. Questioning techniques are good and all pupils' replies are treated with sensitivity. There is a very good balance between teachers instructing and explaining, followed by pupils working on set tasks.

This ensures a very good pace to lessons. Carefully chosen resources are organised and are readily available, pupils' books and other consumables are always to hand and classroom routines are well established. The result is that the maximum amount of time is used for learning and this makes a significant contribution to pupils' achievements.

19. Teachers have a good understanding of the most effective ways to teach literacy and numeracy and are successful in supporting pupils to develop skills in these areas. Literacy and numeracy lessons are imaginatively delivered with high expectations of class, group and independent working. A thorough assessment process, especially in writing, directly contributes to the setting of future tasks. In the Foundation Stage, pupils are constantly encouraged to use their skills in communication, language, literacy and mathematical understanding in all their work. Across all age groups, skills in literacy and numeracy are often used to extend learning in other subject areas. This results in some valuable opportunities for pupils to practise and extend their competence in writing. In Years 1 and 2, some pupils have produced a book about their swimming experiences where interesting photographs are supported by good accounts of their experiences. In Years 3 to 6, pupils write reports in history about the 'Tomb of Tutankhamun', they produce discursive texts on the issue of animal rights and show good skills in note-taking.
20. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is very good throughout the school and enables them to make good gains in learning. The requirements of Individual Education Plans are built into daily activities. Some pupils are withdrawn for support if this is necessary, for example, pupils with hearing or speech and language difficulties, who require small and quiet surroundings to follow individual programmes. Care is taken to ensure that they do not miss any entitlement to lessons as a result. Designated support staff provide targeted, unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence.
21. Teachers make good use of the school grounds and local environment, especially in the teaching of science, geography and history. Parents' returned questionnaires show that 89 per cent are of the opinion that teaching is good. Similar sentiments were repeated at the parents' meeting.

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

22. The school is providing a broad range of learning opportunities in Years 1 to 6. This represents very good improvement since the last inspection. However, the breadth of the curriculum in the Foundation Stage is limited and, ideally, children require more opportunities for practical, creative and imaginative activity. This is recognised by the school and teachers do all they can to overcome the difficulties caused through a severe lack of space in the classroom and the absence of dedicated outside facilities for young children. There is an appropriate curriculum in place throughout the rest of the school that meets the statutory requirements for all subjects.
23. Provision for those pupils with special education needs is very good and is a strength of the school. Teachers identify needs early and provide very good support. The unique nature of the school's pastoral support and family ethos has contributed to these pupils' social and emotional well-being. However, there has been some delay in receiving expert agency support for specific needs that has added to the demands made on staff. In some instances, pupils with complex needs require additional strategies and support from the appropriate specialists. In order to plan for the long-term specialist support outlined in pupils' statements, the school may consider an earlier review of learning needs to ensure full access to the curriculum for the future. However, most pupils with special educational needs are making very good progress through a well-structured curriculum. Learning tasks are carefully matched to pupils' Individual Educational Plans, which are regularly reviewed and updated.
24. The school has taken account of the national guidance for the teaching and learning of literacy and numeracy and has adopted effective strategies. This ensures that provision in these two core subjects is good. Staff now emphasise the early teaching of phonics and this is leading to some very good improvements in spelling. The current action plan is looking at improving writing throughout school. There are some opportunities for pupils to engage in extended writing in a range of fiction and non-fiction genres, especially in Years 3 to 6, that provide good

consolidation of learning in English lessons. Skills in numeracy are well used in other subjects. For example, pupils give directions to program the floor robot and, in science, accurate skills in measurement are called for.

25. The curriculum is intelligently planned using appropriate schemes of work that provide staff with useful guidance for lesson planning in the medium and short-term. Work, in these mixed age classes, is often planned around themes or topics, with skills taught at the appropriate level, according to pupils' prior learning. This is a successful strategy, which allows a careful matching of tasks that is not solely related to age criteria. As a result, pupils with special educational needs are well catered for throughout school and there is good challenge for the higher achievers in Years 3 to 6. Pupils in Year 1 often work at advanced levels for their age but curriculum planning for Year 2 does not effectively cover learning objectives from the higher National Curriculum levels. The school has recognised this fact and has already produced an action plan to rectify matters. The curriculum for information and communication technology is developing well now that the new computers and cabling are installed. The scheme of work has been re-written to cover the recommended Programmes of Study. However, there is only one computer for the Foundation Stage children and all of those in Years 1 and 2 to share. In Years 3 to 6, there is a limited amount of space for the computers, which are sited at one end of the room. This restricts opportunities for group teaching and for pupils to engage in research, for example through the Internet. The curriculum for physical education is broad and balanced despite the fact that the school has no hall space. Facilities at a nearby high school are secured for gymnastics, dance and swimming, with the school field and hard surfaces effectively used to teach games skills.
26. The school provides equality of access and opportunity for all pupils. There is very good inclusion for pupils with special educational needs and additional equipment is provided wherever possible. The impact of the school's approach to equal opportunities for boys and girls is effective and teachers are mindful of this issue when organising lessons. Pupils have a clear idea of fairness of opportunity and work well together to ensure equal rights and responsibilities.
27. There is good provision for pupils' personal, social and health education and aspects are integrated across the whole curriculum. For example, pupils of all ages are encouraged to help each other and many opportunities for collaborative learning are provided. Pupils are encouraged to practise good table manners alongside an awareness of pleasant social interaction at lunch times. Sex education is taught to older pupils as part of the natural life cycle and includes aspects of respect and responsibility in terms of making healthy and lasting relationships. The school nurse is often involved in working with pupils to increase awareness of sensitive or personal issues.
28. Provision for extra-curricular activities is appropriate for the size of school. There are opportunities for pupils to extend their talents in gymnastics or join in athletics during the summer months. They have had sessions of 'kwik-cricket' at the local club and there has been a range of activities related to a play scheme. County football players have also visited school to provide an extra dimension to learning. However, parents would like to see more provision and the school could certainly benefit from more local and parental support to provide a wider range of clubs in the future.
29. There are sound links with the local community with the primary source of support coming from the church and immediate neighbours. Other small primary schools cluster together to share play equipment for younger pupils. There are good links with partner institutions such as local high schools and the University. Involvement with a special school has provided valuable 'outreach' advice to teachers. Parents receive regular newsletters that contain information on curriculum matters. A recent curriculum evening was very well received with 70 per cent of parents attending. The school welcomes teacher training students from Derby University on a regular basis. They bring fresh ideas into school and provide further opportunities for interactions between adults and pupils.
30. Provision for pupils' moral and social development is very good and for spiritual and cultural development it is satisfactory. There are opportunities for pupils to develop their spiritual awareness through religious education lessons, assemblies and links with the church. There are fewer opportunities for pupils to consider their place in the world in quiet and contemplative surroundings as part of their spiritual development. This is partly due to the limitations of space and lack of private study facilities. Pupils are encouraged to discuss special moments in their lives through stories and consider the less tangible aspects of life, such as the importance of families and friends.

31. Pupils are well supported in developing a very clear sense of right and wrong. All staff set a very good example of moral standards and everyone is valued as an individual. Every opportunity is taken to reinforce what is acceptable and unacceptable behaviour. For example, positive behaviour management using rewards and sanctions is applied consistently throughout the school. Pupils are taught to be fair and honest and to share a fundamental belief in truth and justice. There is a strong emphasis on mutual respect and self-discipline. Both these factors contribute to the excellent relationships seen. Pupils consider those less fortunate than themselves when they collect for charities. All staff promote a sense of community through the school ethos that is based on Christian values. In one infant lesson, everyone joined in a circle to sing and dance to 'There was a Princess Long Ago'. There was unanimous agreement when a pupil with special educational needs was nominated for a key part. Everyone was genuinely delighted to share in his enthusiastic response. Provision for pupils' social and moral development is a major strength of the school. Parents recognise and appreciate the commitment of all staff in this area.
32. The provision for cultural development is satisfactory. Visits outside school include a trip to the Millenium Dome, studies at a toy museum, and geographical work in a contrasting Derby parish to supplement classroom learning. There is photographic evidence of cultural opportunities available through art, literature and music. Traditional playground games are taught and pupils have visited a local centre where Victorian traditions are enacted. Pupils learn about the beliefs of other faiths as they study aspects of the Sikh, Muslim, Jewish and Buddhist religions. Texts from other cultures are studied in some English lessons, for example when pupils write poetry in dialect. However, there are fewer opportunities for pupils to gain experience of the ethnic and diverse cultures that make up life in Britain today. This is especially important since they live in small, rural communities that are almost entirely mono-cultural.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school provides a secure, supportive environment for all its pupils. Their health, safety and welfare are high priorities for all members of staff. In returned questionnaires, 96 per cent of parents agree that their child likes coming to school. The parents who attended the meeting expressed satisfaction at the way staff care for pupils. This is a further strength of the school.
34. There are good procedures for assessing pupils' attainment and progress. The information gathered is effectively used to set future targets for learning and to guide curriculum planning. Some very good improvements have taken place since the last report, resulting in programmes for teaching and learning that are focused on what pupils need to know next. Pupils are often involved in the evaluation of their own learning, especially in Years 3 to 6 where they are informed of the targets for the lesson at the start. During plenary sessions, they discuss whether these have been achieved and where improvements may need to be made. When children enter school, their prior learning is assessed to provide a comprehensive bank of baseline information that is discussed with parents. Regular assessments of pupils' work in English and mathematics leads to the setting of new targets that are shared with parents. The results of the end-of-year tests are analysed to further inform teachers about what pupils should learn next and to check on the effectiveness of the curriculum. All these strategies combine to produce a very useful system of assessment and evaluation that drives teachers' planning. Teachers' marking is thorough and, especially in Years 3 to 6, provides good guidance for pupils on how they might improve. Procedures for monitoring and supporting pupils' personal development are good. Teachers know the pupils very well and are aware of their individual needs. Although the monitoring is informal, pupils are dealt with individually and encouraged to achieve their potential. Annual reports to parents provide clear information on the progress of each pupil and the homework diary provides additional opportunities for dialogue between home and school, when used consistently.
35. There are very good procedures for monitoring and promoting good behaviour. Supervision of pupils is very good at all times. The class rules are written collaboratively, well displayed and thoroughly understood by all. Sanctions are rarely necessary and there is no oppressive behaviour, largely because of the excellent relationships that exist. The procedures for child protection are good and follow local education authority policy and procedures. All staff are aware of their responsibilities and the headteacher makes sure that they are regularly updated on legislation and procedures. The governors carry out health and safety checks and risk assessments. Qualified outside personnel carry out checks to electrical and fire fighting equipment. First aid provision is good with a number of adequately trained staff, properly

stocked first aid boxes and well established recording procedures. Emergency evacuation drills take place every half term and the results are reported to the governing body. The cleaner in charge maintains a high standard of cleanliness and notifies the headteacher of any hazards as they occur.

36. There is very good support for pupils with special educational needs throughout the school in terms of sensitivity and consistency of management from educational care officers, non-teaching personnel and voluntary helpers. However, there is some concern regarding provision for pupils with complex needs, who, at present, do not receive the specialist outside support that they require. The co-ordinator for special educational needs maintains consistent records and all procedures for identification and statutory reviews are in line with those recommended in the national code of practice.
37. Good attendance is promoted and is monitored carefully. The secretary checks registers regularly and the teachers report any problems to the headteacher who takes appropriate action. Because of the good communications established, there is rarely a need to act.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The parents have a positive attitude to the school, and this reflects judgements at the previous inspection.
39. Links between home and school are effective. Parents' evenings are very well attended, as are the curriculum evenings, aimed at sharing information about the new initiatives in teaching for English and mathematics. From the questionnaire 89 per cent of parents believe they are kept well informed. At the beginning of the school year, parents receive a list of topic and subject areas to be covered in lessons so that they can support their child at home. The school prospectus is clear and well presented. Informative newsletters keep parents up to date with events, meetings and school life. The annual written reports are comprehensive and include a section on how parents can help their children, which they find very useful.
40. Parents and the community express their support for the school but few adults come in to help. This is partly because some live at a considerable distance and because there is so little space for extra adults in either classroom. They do provide valuable help, however, when pupils go swimming and on trips. There is very good support for school productions and events organised by the Parents' Association. Pupils benefit from links with the village community as local businesses raise money for projects and many villagers attend the Christmas nativity play in the church.
41. In returned questionnaires and at the meeting, many parents express great satisfaction about the school's contribution to their children's social and moral development. To the statement 'the school is helping my child to become mature and responsible', 93 per cent gave their support. Generally, parents are happy with the standards achieved across the curriculum. Most thought the school had improved in recent years and are pleased with the new, inside toileting facilities. There was some concern expressed about limited space in the playground but observations during the inspection provide evidence of pupils playing successfully together or sitting and chatting on the picnic tables provided. There were no incidents of inappropriate or over-boisterous behaviour. From the replies to the questionnaires and in conversations, parents believe that discipline is well maintained with 88 per cent agreeing that behaviour is good. A very large majority of parents say their children like school and that they are glad to have chosen it. However, only 77 per cent agreed that the school works closely with parents. Some feel that it is difficult to voice their concerns but others speak about the daily, end-of-school contact between staff and parents. Overall, inspection judgements find that there are plenty of opportunities for dialogue between teachers and parents. It would be useful to have more parental help in school for extra-curricular activities.
42. The school provides very good information for parents of pupils with special educational needs. In addition to regular reports and meetings, pupils with statements have appropriate statutory annual reviews when parents are invited to contribute. There are also regular school events when pupils are in less formal settings and parents may witness, first-hand, the full inclusion of their children in school life.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The headteacher provides very good leadership, continually striving for improvement and driving the school forward. She is instrumental in maintaining a supportive environment in which all staff and pupils feel secure and valued. She works closely with the two teachers and educational care officers. Together, they are very successful in promoting an environment where pupils work hard, enjoy excellent relationships and show respect for staff and their friends. All staff, including non-teaching personnel, and the governors are firmly committed to the school's aims, which include an emphasis on personal as well as academic development. An analysis of the large number of returns from the parents' questionnaires show that 93 per cent are satisfied that the school is well led and managed, a view that was endorsed at the parents' meeting itself. There have been very good improvements in leadership and management since the last inspection in 1997.
44. Other than the headteacher, there is just one full-time and one part-time teacher. Nevertheless, the delegation of responsibilities is effective in spreading the workload. The two full-time teachers share responsibility for the smooth day-to-day running of the school. In this small school, there are excellent systems of communication, both formal and informal. Subject co-ordination is often shared for the core areas of English, mathematics and science, with the headteacher having an informed overview of the quality of teaching and the standards attained across the all age groups. There is a conscientious approach to the monitoring of planning and the scrutiny of pupils' work. From a detailed analysis of assessment, both teachers set targets for pupils' performance, constantly monitoring progress. The success of this corporate management style is evident in the improved attainment at the school.
45. The governing body is committed to ensuring the best provision for pupils. Governors know and understand their roles clearly and maintain a successful approach to meeting their statutory responsibilities. The proceedings of the governing body are efficiently conducted and committees are well organised. There is a positive and productive relationship between the governing body and the school. Some governors act as helpers in the classroom and all have a good working knowledge of the school, which informs their decision making. Their increasingly active involvement represents good improvement in governance since the last report.
46. The school is staffed by an adequate number of suitably qualified and experienced teachers, who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. All the teachers have high levels of professionalism, dedication and commitment. They plan all their work conscientiously, readily sharing experience and expertise. Some experienced educational care officers provide very good support for pupils' learning, especially for those who have special educational needs. There are established arrangements for staff development, largely guided by the agreed priorities of the school. Recently, the main focus for training has been on developing pupils' phonics skills in the younger class. This has resulted in some very pleasing improvements, especially in spelling. Long Lane School is very well served by appropriately skilled non-teaching staff, all of whom are totally committed to its aims and policies. Lunchtime supervisors provide a high standard of care at midday and know the pupils well, often playing a key role in leading traditional games and suggesting ideas for play. The cleaner in charge ensures that the buildings and grounds are kept clean and well maintained. Administrative support is very effective and efficient. The secretary is very knowledgeable and makes a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities.
47. New procedures for performance management have been successfully implemented. Both the headteacher and classteachers have personal targets, which are reviewed and assessed on a regular basis.
48. Management and co-ordination for pupils with special educational needs is a team effort and highly effective. The collaboration of staff has improved the system of identification, planning and monitoring for these pupils. There are adequate resources available and some additional training for staff where needed. A very small amount of specialist help is secured but, at present, it does not cover all the needs of pupils with complex learning difficulties. School governors support the positive approach to managing pupils with special educational needs and there is a commitment to full inclusion for these pupils.
49. The accommodation has been improved since the last inspection and now includes indoor toilets. However, the two classrooms are very small and there is no hall. The staff have made good arrangements with a local high school to use their gymnasium and swimming pool. Together with the school field, pupils have adequate provision for their physical education lessons. The classroom for the reception children and Years 1 and 2 pupils is very restricted in area and does not allow for the teaching of the curriculum for reception aged children, which includes many investigative,

exploratory and practical activities. This restricts the breadth of their learning experiences. The teacher does everything possible to overcome the problem and shares some equipment with other small schools so that children have brief opportunities to widen their learning, especially in terms of creative, imaginative and physical development. Overall, however, the lack of space restricts the range of resources available for young children's learning and prevents them from accessing the full, recommended curriculum. The classroom for Years 3 to 6 caters for the diverse needs of 34 pupils and is cramped. There is no space for a library and this restricts opportunities for personal research and study. The new computers are sited at one end of the room in a very restricted space where group teaching is impossible. The heat generated by the hardware is yet another issue, especially since there is little ventilation in the room. At present, the kitchen, where school meals are prepared, occupies a large area of floor space in the building. A thorough review of accommodation and subsequent action is now needed to ensure that pupils have the facilities they need to cover all the Programmes of Study of the Early Learning Goals and of the National Curriculum.

50. Overall, resourcing is adequate for teaching and learning but there are shortages in the range of equipment and materials for the youngest children in the reception class. Resources for information and communication technology have recently been improved and pupils now have access to the Internet. However, there is only one computer shared between the reception children and pupils in Years 1 and 2. This limits the amount of 'hands on' time and there are too few opportunities for the youngest children to explore the possibilities of different programs or to work with interactive books.
51. School development planning is thorough and illustrates clear educational purpose. Funding is linked to priorities, with implementation strategies, timescales and success criteria specified. Both staff and governors are involved in the planning process and in the evaluation of the initiatives taken. This shared involvement ensures that the plan is a useful management tool.
52. The school's finances are very carefully monitored and controlled. Spending is closely linked to the stated priorities. There is a clear, delegated limit to spending and governors exercise their strategic overview of the school's financial planning effectively. Recently, the major part of funding has been allocated to maintaining the current staffing levels in the face of uncertainty about roll numbers and income. The finance committee receive regular financial updates to enable them to monitor the budget closely. Best value principles are consistently applied to all purchases and contracts. A sub-committee monitors the impact of spending decisions by checking that items purchased lead to improved provision, teaching and learning. The school has systematic procedures in place for the ordering, receipt and payment of goods and services. Procedures for dealing with cash and private funds are safe and effective. Specific grant funding is appropriately allocated and money provided for special needs pupils is very effectively used. The school promotes very positive attitudes to learning and its pupils make good progress. Resources are used in a very efficient way. In this context, the school provides good value for money.
53. The school is well organised, with established and efficient routines making good use of information and communication technology. All statutory requirements are met. The high quality of leadership and management are major factors in the improved level of provision and pupil achievement. This area is a strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. **In order to improve further the school should:**
 - (1) Ensure that steps taken to raise attainment in information and communication technology for 11-year-olds are successful by:**
 - monitoring to check that planning covers all the nationally recommended Programmes of Study;
 - providing more opportunities for pupils to practise and extend their computer skills. (paragraphs 5, 103, 104, 106)
 - (2) Provide more challenge for those pupils in Year 2 who are capable of higher attainment by planning more learning objectives into English, mathematics and science lessons from the higher National Curriculum levels. (paragraphs 1, 7, 70, 71, 76, 84)**
 - (3) Improve the curriculum for children in the Foundation Stage by:**
 - providing a suitable range of opportunities for them to engage in explorative and

investigative work and for physical development, as already identified by staff. (paragraphs 3, 56, 61, 63, 64, 65)

(4) Provide more opportunities for pupils to engage in personal study and research.
(paragraphs 5, 70, 73)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5%	48%	42%	5%	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	46
Number of full-time pupils known to be eligible for free school meals	N/a	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	14

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	95.7
National comparative data	94.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	46
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)	2.2
Number of pupils per qualified teacher	21
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	67

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	112503
Total expenditure	119546
Expenditure per pupil	2599
Balance brought forward from previous year	11500
Balance carried forward to next year	4457

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	46
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	0	0	4
My child is making good progress in school.	54	27	15	0	4
Behaviour in the school is good.	46	42	0	8	4
My child gets the right amount of work to do at home.	12	50	27	4	8
The teaching is good.	54	35	0	8	4
I am kept well informed about how my child is getting on.	35	54	0	12	0
I would feel comfortable about approaching the school with questions or a problem.	50	27	0	23	0
The school expects my child to work hard and achieve his or her best.	58	23	15	0	4
The school works closely with parents.	35	42	0	23	0
The school is well led and managed.	35	58	0	8	0
The school is helping my child become mature and responsible.	35	58	8	0	0
The school provides an interesting range of activities outside lessons.	4	31	38	8	19

Other issues raised by parents

The inspection team fully endorses parents' positive views of the school. The space available for play is adequate and there are benches where pupils can enjoy a quiet time if they so wish. The headteacher and governors are investigating ways to extend the play area to the side and rear of the building whilst observing safety regulations. For the size of school and the number of staff, the range of extra-curricular activities is appropriate. Parents and governors may wish to explore the possibility of engaging some voluntary support to extend opportunities further. The amount and range of homework seen effectively support learning in the classroom and provide useful extension activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children enter the Foundation Stage, often referred to as the reception class, during the September following their fourth birthdays. Some gain early learning experiences at local play-groups before starting school. Attainment levels when children come into reception vary widely from child to child and from year to year. There is no consistent trend. For this reception year, attainment is broadly average. Children make good progress in their lessons but, over the year, learning is just satisfactory because the lack of space and resources restricts opportunities for practical activities. It is impossible to judge improvement since the last inspection since there is hardly any mention of early years education in the previous report.
56. The day-to-day organisation of children's learning is good within the confines of the very small classroom. Lessons embrace all the recommended areas of learning but not in sufficient depth. Vital opportunities for investigation, exploration and experimentation are limited and are usually directed by the teacher in whole-class sessions. Children do not have opportunities to select activities or to plan their own activity programme. However, learning is carefully directed and supported by the teacher in order to develop key skills systematically. Assessment and monitoring of children's progress are good. The classteacher knows the children very well and she constantly sets new challenges for them that build successfully on prior learning.
57. The quality of teaching for the Foundation Stage is very good and the teacher has a thorough understanding of the needs of young children. Shortcomings in the curriculum are purely a result of restricted space and resources. The teacher exploits every possible opportunity to reinforce and extend learning. In one mathematics lesson, the children learned about positional language, gave and followed instructions to move around the playground, played a game involving position and turns and finally programmed the floor robot to travel to a specified point. This careful planning ensures challenge, purpose and enrichment in learning.

Personal, Social and Emotional Development

58. Children enjoy coming to school. They settle quickly into daily routines such as registration and show very good development of social skills. The infant classroom provides a welcoming and secure learning environment. During class discussions children take turns to speak and listen politely to others. After physical education lessons children dress themselves without fuss and with a minimum of support from adults. Children are confident when interacting with adults, easily engaging in conversation. The teaching of personal and social skills is very good. High expectations and consistent routines ensure that children get out and tidy away equipment with very little prompting. They willingly help each other, respect other people's space and share resources freely. There is a constant emphasis on the development of personal responsibility and initiative, with children being encouraged to find solutions to problems before adults step in to help. Older pupils in the class act as good role models and offer useful support in social development for the younger ones. By the end of the Foundation Stage, children achieve the standards set in the Early Learning Goals for the age group.

Communication Language and Literacy

59. The good support they receive and the quality of interaction with adults ensure that children make very good progress towards the reading and writing targets set for them. Children achieve the standards of the Early Learning Goals and begin to work from the National Curriculum Programmes of Study before entering Year 1. Children's listening and speaking skills are developed through whole-class sessions when they willingly contribute answers or opinions. Early reading skills are developed well through the teaching of letter sounds and key words. Children write their own names and know how to form letter shapes accurately. They use their developing skills to write about a story they have read together, effectively using the computer to record their work.
60. The teaching of language and literacy is very good. Assessments are used very carefully to ensure that skills are taught systematically. All adults talk to children continuously to extend their understanding and development of language. They are encouraged to develop a keen interest in books but the lack of a reading area restricts opportunities for browsing.

Mathematical Development

61. Children make good progress in some aspects of mathematical understanding because of the very good teaching in lessons. The present cohort are likely to meet most of the Early Learning Goals by the time they move into Year 1 and, in some areas, will exceed these and begin National Curriculum Programmes of Study. Children, however, do not have sufficient opportunity to use their developing mathematical ideas and methods to solve practical problems, for example in a class shop or café.
62. Children recognise numbers and are beginning to count to and back from ten. More able children count confidently to 20 and say what comes before or after a given number. Skills of estimation are developing well, with some children 'guessing' the number of objects up to 20. Mathematical understanding is consolidated effectively through computer work, and through other lessons such as science. Children examine the properties of two and three-dimensional shapes in the construction area. They begin to understand the basic concept of measures when exploring which objects are heavier or lighter. The teaching of mathematical development is very good and every opportunity is grasped to extend learning. For example, in one lesson, children played a game to practise using directional cues. Teaching is brisk and the teacher skilfully assesses knowledge and understanding by questioning all children in the group. The resulting information is then used to plan the next lessons, ensuring that progress is maintained.

Knowledge and Understanding of The World

63. Children have widely varying levels in their knowledge and understanding of the world when they begin their reception year. Most know the names of some everyday things that are within their personal experiences but their knowledge of the wider world is less well developed. Provision for development in this area of learning is satisfactory but there are too few opportunities for children to explore and investigate the world around them. For this reason, they are unlikely to achieve the Early Learning Goals before moving into Year 1. Children work confidently on the computer. They use the keyboard and mouse effectively to write a short story, having the confidence to print their completed work. Children have very limited opportunities to explore the possibilities of a range of construction materials or to copy structures. They learn about the past and have a good understanding of how life was different. They study photographs and compare seaside entertainment in 1900 with present day activities. Children make and evaluate an egg cosy using chosen fabric and different joining techniques but, overall, there are few opportunities for children to discriminate in selecting equipment and materials for a specific purpose. The quality of teaching in this area of learning is good. The teacher conscientiously seeks opportunities to support and extend children's knowledge through meaningful experiences across all areas of the curriculum, especially in class lessons on science, history and geography.

Physical Development

64. Children have sound basic skills in physical development when they enter the reception class. However, some find manipulation and accurate use of smaller equipment difficult. Children make good progress over the year, showing increasing levels of confidence and co-ordination of movement. They begin to show attention to detail when cutting out with scissors but have few opportunities to develop their manipulative skills through construction activities or using malleable material. During physical education lessons they use space well and show consideration for others around them. Children consolidate and extend the skills of moving in different directions, throwing, catching and fielding a ball. They appreciate the effects of exercise on the body and know to rest at appropriate times. Because of limitations to the accommodation, there is no dedicated outside area for these young children and there are no large toys or equipment for outside play. This limits opportunities for children to climb, balance or to manoeuvre wheeled equipment. Nevertheless, children attain the Early Learning Goals set for them.

Creative Development

65. Children make satisfactory progress in their creative development but there are too few opportunities for children to engage in imaginative role play or story telling or to use their imagination in creating music or artistic work. They are unlikely to attain the Early Learning Goals set for them across the full range of creative activities. Children are introduced to a range of percussion instruments. In one very good lesson they kept the beat to a tune, identified different rhythms in music and composed their own piece of music. Working collaboratively with their older friends, children achieved some very good standards. However, they very rarely explore sounds and rhythms independently because there is no space to set up a music and sound area. Paintings and drawings show an awareness of colour but there are few opportunities for children to explore the use of different media, such as collage material, chalk or glue paint.

ENGLISH

66. The National Curriculum tests for seven-year-olds in 2000 showed that 8 out of 10 pupils achieved the expected Level 2 in reading and this was just below the national average. In writing, 7 out of 10 pupils achieved Level 2, which was below national averages. No pupils attained the higher Level 3. Taken overall, the results were very low when compared to similar schools. Observations during the inspection indicate that this year's results will see a higher percentage at Level 2 in both reading and writing. Trends over time show that attainment in reading and writing varies widely from year to year. There was a drop in 1998 and since then there have been improvements. With such small cohorts and a high percentage of pupils with special educational needs, it is not statistically reliable to identify patterns of attainment or to make comparisons with national averages and similar schools. When pupils enter school their language and literacy baseline assessment indicates varying levels of skill. Some have difficulty in discriminating and articulating sounds within words. When taking into consideration the records that track pupils' progress and the standard of work seen, progress for pupils in Years 1 and 2 is good, overall. Progress for those pupils capable of higher attainment is, however, not as good. They make satisfactory gains in their learning but could achieve more in Year 2.
67. For the 11-year-olds, all pupils gained the expected Level 4 or above in English and this is well above the national average. Two pupils out of the six achieved the higher Level 5. Over time, standards show a steep improvement from 1998 but statistically this is unreliable when dealing with cohorts of six pupils or so. Lesson observations, interviews with pupils and scrutiny of work during the inspection indicate that good progress is made throughout Years 3 to 6 and pupils are suitably challenged, including those capable of higher attainment. Pupils with special educational needs are very well supported and work set for them is based on prior learning. Some make vast progress and manage to attain the expected levels. The school exceeded its statutory target by 50 per cent or 3 pupils.
68. There have been very good improvements in the teaching of English and the standards of pupils' attainment at the end of Year 6 since the last inspection. Good strategies are in place to teach all the word, sentence and text work from the National Literacy Strategy Framework and this is leading to the improved standards of achievement seen. A recent emphasis on the teaching of phonics in Years 1 and 2 has led to some good progress, especially in spelling.
69. Standards in speaking and listening throughout the school are high. Pupils express their ideas clearly and listen well to others. All readily engage in conversation about their work. In a Year 2 lesson pupils compared text and illustrations from books they had read together. They discussed their opinions, organising their thoughts to focus on exactly what they wanted to say. They listened very carefully to other points of view, extended their ideas and gave clear reasons for their opinions. In Years 3 to 6 pupils talk at length about a range of topics and respond sensitively to their classmates' ideas. They speak with clarity and assurance, using appropriate vocabulary to express complex ideas and meanings. In a Year 6 lesson, for example, pupils showed maturity when discussing the techniques used in writing humorous poetry. Their ideas were thought provoking, relevant and contributed well to the overall level of understanding achieved.
70. Standards in reading are good throughout school. Those pupils who have special educational needs achieve standards that are appropriate in relation to prior learning and often make very good progress. Guided and shared reading is used effectively in Years 1 and 2 and there is a

good match of texts to pupils' prior attainment and developing expertise. Skills such as the recognition and articulation of letter sounds are well developed and help pupils to tackle unfamiliar text. All Year 2 pupils recognise the features of both fiction and non-fiction texts and know how to use the contents and index sections to find information. They take reading books home regularly and are well supported by parents. By the end of Year 6, pupils read fluently and show very good levels of comprehension. They recall in detail what they have read and skills of inference and deduction are well developed. Pupils state their preferences for favourite books and authors, justifying their views. They extend their reading experiences across a wide range of genres by borrowing from the school stock and the mobile library that visits regularly. They can locate information when they need it but there are few opportunities for private study and research since there is no library area. Pupils of all abilities enjoy their reading, partly because of the very positive attitudes fostered by the school.

71. Attainment in writing is lower than that in reading throughout the school. Teachers are currently working through an action plan to improve standards further. The focus on phonics has already led to some pleasing improvements. Year 1 and 2 pupils practise writing in logically sequenced sentences. They apply their knowledge of letter sounds effectively when spelling words. By the time pupils are seven, most of their writing is well structured. Capital letters and full stops are used consistently to demarcate sentences. Some pupils are also using speech and question marks correctly. Writing shows a good range of fiction and non-fiction work. Pupils investigate writers' styles and experiment with some techniques in their own work. They are beginning to use appropriate connectives to maintain the flow of a story. Pupils know how to organise their non-fiction writing and produce instructional texts of a good standard. However, there is no evidence of writing that covers the higher National Curriculum levels. Some pupils' skills in purpose and organisation and style of writing could be developed further. In Years 3 to 6, pupils write imaginatively in different styles. By the age of 11, their work is lively and thoughtful. They often model their writing on the work of significant authors and this affords them opportunities to try out new ideas and techniques. They experiment with different genres, both fiction and non-fiction. Skills are effectively used to enhance learning in other subject areas. For example, pupils take notes efficiently and they write recounts, letters, book reviews and discursive texts. They are especially fond of poetry and have produced some very interesting work on rapping and dialect poems. During the inspection, they were playing with words to make alliterative phrases and tongue twisters to create humour. Some very good work was seen and much enjoyment was had. Pupils have a secure grasp of punctuation and grammar, with some using subordinate clauses effectively to add detail and engage the reader. By Year 6, most pupils spell accurately, using a range of appropriate strategies. They use the dictionary and thesaurus efficiently to check vocabulary and tricky words. Handwriting is generally of a good standard and most pupils take good care with the presentation of their work. Provision for pupils with special educational needs is very good. Individual programmes of learning are used to plan work and pupils have targeted support within the classroom. Higher attainers are always challenged in Years 3 to 6 and those attaining the higher standard in English provide the evidence for this.
72. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. This positively impacts on pupils' learning, resulting in the good rates of progress. Teachers demonstrate good subject knowledge and use it very effectively to plan and prepare lessons. Careful assessment gives teachers a very clear view of what pupils can and cannot do. Pieces of writing are regularly scrutinised, analysed and levelled to check progress. This information is then used to plan targeted programmes of work to take pupils forward. Helpful remarks are recorded in pupils' books so that they are aware of their strengths and know which areas require further development. Homework is effectively used to enhance and reinforce learning. In Years 1 and 2, pupils extend their reading skills by taking books home and are well supported by parents. In Years 3 to 6, pupils are set meaningful tasks either as preparation for classwork or to consolidate learning. For example, after working on their tongue twisters, pupils take their work home to extend ideas and try out more techniques of creating humour.
73. There is no library or reading area in school because there is no space for either. An interesting stock of books is stored in boxes along the corridor and a volunteer helper comes every week to allow pupils the opportunity to borrow from this resource, which includes some favourite authors. The books are helpfully colour coded to enable pupils to choose material that is suitable for them. Non-fiction and reference books are kept in classes and are easily accessible but there are no areas where pupils can engage in private study. This limits their experiences. There are some books that illustrate cultures and traditions from around the world but they are few in number. The commercial resources to support the teaching of the Literacy Hour, such as big books for shared reading, are sufficient in range and quantity. However, there are insufficient small versions of the large texts for pupils to use in their independent

work, especially in Years 1 and 2. Classroom displays are very effectively used to support pupils' learning. In the infant classroom, for example, there are several useful prompts to help pupils with their phonics and spelling.

74. The quality of leadership and management for the subject is very good. The teachers work closely together to ensure a consistent approach and to support each other in assessing work and setting learning targets. There have been very good improvements in planning since the last inspection and all lessons now follow the nationally recommended framework. Good use is made of pupils' skills in information and communication technology. They draft, edit and produce final, polished pieces of written work using word processing and graphics programs.

MATHEMATICS

75. Results from the National Curriculum tests in 2000 for pupils aged seven showed that 8 out of 10 pupils attained the expected Level 2 or above in mathematics and this result was well below national and similar school averages. Just one pupil achieved the higher Level 3 and, again, this was well below national averages. Comparisons of results in the national tests are to be treated with caution since there are two important factors to consider: there is a very small group of pupils with a larger than average number having special educational needs. Inspection findings show that most pupils are making good progress from their baseline assessment and working at an appropriate level. There is scope, however, for those capable of higher achievement in Year 2 to attain more. For these pupils, progress is just satisfactory. For pupils aged 11, 5 out of the 6 pupils attained the expected Level 4 or above, with one of those achieving the higher Level 5. These results were in line with national averages but below average when compared to similar schools. However, with a cohort of six, comparisons of results are not statistically sound. This problem is compounded when we consider that half of the pupils had special educational needs. Inspection findings show that all pupils are making expected progress, with the higher achievers suitably challenged. For some pupils with special educational needs, progress is very good. Trends over time show attainment in mathematics rising faster than the national pattern. The school exceeded its statutory target for attainment in mathematics by 33 per cent or two pupils.
76. From lesson observations and a scrutiny of work, pupils by age seven are achieving average standards across the mathematics curriculum. Most count reliably to 100 and recall number facts to 10. Pupils add and subtract accurately using pen and paper methods and mental strategies. They have a sound understanding of place value, making 24 into 20 + 4. They count in fives and tens up to 100 and some pupils quickly calculate the difference between numbers, for example between 17 and 21. Developing computational skills are well used to solve problems involving money. Pupils identify geometric shapes such as cones, cylinders, or spheres and know their properties. In one lesson for Years 1 and 2, pupils enjoy a game of 'Simon Says' to learn key mathematical vocabulary such as 'between', 'above', 'forwards and backwards'. They become proficient in following position and direction. Some pupils use a laminated grid and coloured shapes to follow verbal instructions quickly and accurately. They thoroughly enjoy this task and there is generally good pace in response and learning. Some higher-attaining pupils, however, completed the tasks very quickly and were not sufficiently challenged with extension material. Work in pupils' books shows an understanding of data handling but there are few examples of mathematical investigations. All pupils have a sound knowledge of mathematical vocabulary and terminology.
77. By the age of 11, pupils' skills in mental calculation are well developed. Most carry out additions and subtractions using two and three digit numbers with speed and accuracy. Using pen and paper methods, they solve some complex problems that involve the four rules of number, fractions and decimals. Some pupils are clearly working at a higher level, working successfully with decimals up to four places. To begin their lessons, pupils enjoy a mental starter session with all given an appropriate amount of time to respond. All pupils listen carefully as others explain their working methods and often suggest alternative strategies that could be used. However, there are some lost opportunities in sessions for pupils to share explanations and alternative methods, largely because of the fast pace planned for the lesson. Pupils use their skills in data handling well, for example when working on Carroll diagrams to represent information on travel and transport. There is good use made of information and communication technology to interpret and display data. However, there is limited space and accessibility to the computers and this restricts opportunities for pupils to choose this method of working. There is good use of homework, including mathematical investigations. Pupils are

asked to search newspapers and magazines at home to find examples of charts, diagrams and graphs so that they can link their work in class with the 'real world'.

78. Pupils are grouped according to age and ability and this arrangement is proving to have a positive effect on their learning as work can then be more accurately tailored to prior learning. Pupils with special educational needs are making very good progress against their targets.
79. Pupils of all ages have benefited from the implementation of the national guidelines for the teaching of numeracy. There is now more investigative work in mathematics for Years 3 to 6 but increased opportunities for such activities are still required in Years 1 and 2. The quality of teaching in mathematics is very good overall. The most effective teaching is seen where pupils have frequent references to the learning objectives, encouraging them to focus on their tasks and outcomes and to evaluate their own progress. Teachers have high expectations of pupils and are rewarded by their enthusiasm and co-operation. One area for development in the teaching of mathematics, however, is to encourage more group discussion and deliberation. There are few opportunities to share ideas or to use alternative resources when space is limited and pupils are relatively confined to their places. Full participation in lessons is due to the careful planning and management by teachers, who use directed questioning effectively to encourage the less confident pupils. Plenary sessions are effectively used for class discussion and to check what new skills have been acquired. Both teachers have good knowledge and understanding in mathematics, which they use with confidence to deliver interesting lessons. A range of activities promotes interest and the use of praise and encouragement by staff ensures pupils' enjoyment in learning.
80. Overall, pupils have very positive attitudes to their numeracy work and use their mathematical knowledge across the curriculum. For example, they calculate distances in geography, carry out accurate measurements in science and assess distance and space in physical education lessons. They show stamina and good levels of concentration. In discussions, many name mathematics as their favourite subject.
81. The subject is well led and managed by a knowledgeable co-ordinator, who has a good overview of teaching and learning and supports her colleague well. There is an effective system for monitoring and evaluating the quality of teaching, which includes the active participation of governors. Staff regularly check standards of attainment by moderating samples of completed work and there are plans to further develop the tracking of pupils' progress to inform target setting processes even more accurately.

SCIENCE

82. Results in the Teacher Assessments for seven-year-olds showed that 9 out of 10 pupils achieved the expected Level 2 or above. This was in line with national averages. Out of these, one attained the higher Level 3 and this proportion was below average. As with the other core subjects, comparisons need to be treated with care since cohort sizes are small and there is a high percentage of pupils with special educational needs. Evidence from lesson observations and scrutiny of work in this inspection indicates that standards are in line with the national average and the majority of pupils make good progress in relation to attainment on entry. However, there are some pupils who are capable of higher achievement in Year 2.
83. Results of the National Curriculum tests for 11-year-olds showed that all pupils attained the expected Level 4 and this was well above national averages. Just one pupil attained the higher Level 5 and this proportion was well below the national average. Care should be taken when comparing results with those achieved nationally as the number on roll in Year 6 was very small and half of the cohort had identified special educational needs. Current inspection evidence shows that attainment overall in Year 6 is in line with national standards and pupils in Years 3 to 6 are making good progress. Trends over time indicate that improvement at the school is better than the national pattern.
84. Pupils in Years 1 and 2 investigate objects and materials using all their senses. They describe how heating changes some foods and then record their findings in table form. One very lively and enjoyable lesson was seen where pupils take turns in testing, tasting and handling a range of raw foods. They went on to heat them and then increased the temperature gradually, making observations and comparisons. Pupils investigate different materials, discuss and record their findings and make sensible predictions. They have a sound knowledge and understanding of living things, for which they show great respect. Pupils know about energy

sources and identify which everyday appliances use electricity. They understand a simple circuit and can explain how forces make things move. Some pupils in Year 2 are capable of working at higher levels in scientific enquiry but are not sufficiently challenged.

85. By the time they reach 11, there is evidence to show that pupils are familiar with a range of scientific topics and have developed a good scientific vocabulary, which they use effectively to explain their findings. Pupils conduct a fair test and know how to eliminate variables. They work well in groups and readily share hypotheses. For example, in one lesson, they experiment with forces by constructing parachutes to investigate gravity and air resistance. Pupils make reasonable predictions and record their findings in different ways. They make relevant observations, measure accurately and use all equipment appropriately. Pupils in Years 3 to 6 classify materials according to their properties and recognise how these are used in everyday designs. Their studies on living processes include work on health issues and the environment. All pupils throughout the school are safety conscious and observe good hygiene standards when working with foods.
86. There are very positive attitudes towards science, especially in Years 3 to 6 where they show exceptional skill in collaboration and co-operation. Pupils enjoy the opportunity to engage in scientific enquiry and work very sensibly in the limited classroom space. Older pupils take responsibility for putting resources away and understand the need for the careful storage and organisation of equipment.
87. The quality of teaching and learning in science is very good, overall. Teachers and other staff show a thorough knowledge and understanding of the topics and encourage pupils to be inquisitive. Literacy and numeracy skills are well promoted by staff as they expect the accurate use of terminology, insist on a good standard of presentation and encourage precision in measurement. Clear learning objectives are explained at the start of lessons and there is good pace achieved by the good planning and preparations. Support staff are deployed well in supporting pupils with special educational needs but could sometimes provide help for a wider range of pupils, for example in using computers to record and retrieve data. There are very good adaptations in the lesson for pupils with special educational needs, who are fully included in the discussions and tasks.
88. The subject is well managed and there is effective collaboration by staff to monitor and evaluate the quality of teaching and learning. There have been good improvements in planning, teaching, assessing and resourcing since the last inspection. The scheme of work now covers all the Programmes of Study and includes appropriate emphasis on investigative science. Assessments of pupils' attainment are completed regularly, ensuring that pupils' progress is tracked on an individual basis. The school continues to improve resources as the cycle of topics is covered. However, there are still limited opportunities for pupils to conduct personal research using texts or computer programs.

ART AND DESIGN

89. No lessons were observed during the time of the inspection. Contributions are therefore made to overall judgements from discussions with staff and pupils and from pupils' work. There are interesting examples of pupils' art, displayed around the school and in the nearby church and kept in portfolios. There is also photographic evidence to verify that standards in art throughout the school are in line with national expectations. This reflects the judgements made at the time of the last report in 1997 when pupils were making sound progress in art and design. There is now a comprehensive policy and scheme of work in place that incorporates national guidelines and this represents good improvement since the last inspection.
90. In Years 1 and 2, pupils work on card, loom and paper weaving, showing good use of imagination and colour schemes. Pupils gather information for design ideas to make line prints. They then develop their ideas by processing materials in different ways. Work is reviewed and evaluated. Younger pupils experiment with fruit prints and show a growing attention to detail in their paintings. They take delight in showing examples of their work to visitors, using relevant terminology to explain the different styles and techniques used. There are some good examples of observational drawings of shells, linked to the project on the seaside. This work is supplemented by photographs taken during trips to the sea and creates an eye-catching blend of media. Cross curricular links with history effectively consolidate learning as pupils represent past and present through their drawings, paintings and photographs.

91. In Years 3 to 6, pupils have produced a visually stimulating range of collage work from their history topic on the Greeks. The results are displayed in the classroom and provide an effective backdrop to their written work. The collages were designed to produce a sequential pictorial representation of the temptation Pandora faced in opening the box and releasing sin and temptation into the world. Every pupil was involved in this project and it provides clear evidence of their artistic creativity and increasing confidence in the use of visual and tactile materials. In discussion with pupils, they talk about evaluating their ideas and methods as their creations develop. They express their views on a range of art work, using accurate and descriptive vocabulary. A display of Celtic crosses, depicting typical patterns, myths and legends, shows pupils' awareness of cultural influence in the world of art.
92. Assessment and monitoring of art and design is done through observation, set against the learning objectives in lessons. Information gathered then influences future planning in the subject. Evidence of attainment for each pupil is kept in a developing portfolio, which also illustrates progress. Resources are satisfactory in range and quality to provide some interesting experiences and opportunities to try out different techniques. Art and design now has a higher profile in the school curriculum, which is a pleasing improvement from the last inspection.

DESIGN AND TECHNOLOGY

93. During the two and a half days of the inspection no lessons in this subject were timetabled. Therefore, it is not possible to judge the quality of teaching. However, through displayed work and talking to pupils, it is evident that a range of media has been used and pupils' skills, knowledge and understanding of design and technology are broadly in line with national expectations. There have been very good improvements in teaching and learning in this subject since the last inspection.
94. In Years 1 and 2, pupils learn about food technology as they make a fruit salad. They select tools for the job, deciding on appropriate techniques, for example when peeling fruit. They plan the stages in making and work to the schedule. When complete, they evaluate the finished product and make suggestions for improvement. Some egg cosies on display show good attention to design, careful choice of material, and a range of joining techniques used. In their evaluations, pupils say what they would improve next time. Comments such as 'I would change the pattern', or 'I would make it bigger to fit a larger egg' illustrate good attention to the purpose of the product and the quality of finish. In Years 3 to 6 pupils develop their skills further through meaningful projects. They design and make slippers, making informed decisions about what materials will be used and how the parts will be joined together. They consider the merits of stapling, sewing or gluing. Evaluations include references to wearability, sizing, comfort, design and finishing touches.
95. The curriculum for design and technology is based on the national guidelines that are being adapted alongside a long-term planning model based on topic work. This ensures that learning links with other parts of the curriculum and that all tasks are relevant and meaningful. The school has adequate but limited resources for the teaching of the subject and this results in a relatively narrow range of experiences for the pupils. A wider range of tools and electrical and mechanical components would be useful, together with textiles and materials that have different properties and those of a mouldable nature.

GEOGRAPHY

96. No lessons were seen during the inspection as geography is taught in an alternate cycle, with history being the current focus. From the evidence available, attainment for pupils aged seven and 11 is in line with national expectations and pupils make satisfactory progress. Judgements are made from looking at completed work, displays, photographic evidence, and from talking to pupils and staff. There have been good improvements in the subject since the time of the last inspection. Pupils with special educational needs make good progress against their targets and there is appropriate and sensitive support provided for them.
97. In Years 1 and 2 pupils learn about the geographical features of their own locality. They read simple maps and follow directions. In their linking work on the seaside, pupils study a map of Great Britain, identifying different locations, such as towns, countryside and coastal areas. They discuss change and express preferences clearly. Pupils discuss their favourite seaside places, justifying their likes and dislikes with reference to specific features. They then use their mathematical skills to draw a graph, illustrating the outcomes of their investigation. In Years 3 to 6, pupils build on their early skills and knowledge. They learn about the world's weather patterns and show a developing awareness of climate and its effect on people's lives. Pupils have a good understanding of issues relating to pollution and of the need to improve the local and global environment. They compare and contrast localities around the world, identifying significant human and physical features.
98. There have been good improvements in the leadership and management of geography since the last inspection. Schemes of work and planning are closely linked to the national guidelines. This ensures continuity in learning across all ages. One piece of each pupil's geography work is assessed and annotated by staff during the year, in order to monitor and track progress. The co-ordinator has very good subject knowledge and experience. Her own enthusiasm for the subject transmits to pupils, providing motivation and a real interest in the subject.

HISTORY

99. Pupils' attainment in history at ages seven and eleven is broadly in line with national expectations. This is an improvement on standards reported during the last inspection. At that time, judgements in history were that pupils made unsatisfactory progress in Years 3 to 6, mainly because they had not fully covered the National Curriculum Programme of Study.
100. In Years 1 and 2, pupils look at changes at the seaside from 1900 to the present day. They compare and contrast the differences in entertainment between then and now. Pupils demonstrate a sound awareness of the passage of time and begin to develop a sense of chronology. They investigate the different ways in which the past is represented. There is very good use made of visual aids, photographs and books, all of which provide useful reference points. In one lesson, groups of pupils scrutinised a series of photographs taken at the turn of the century, looking for evidence to support their studies. They made some searching observations and gathered a significant amount of relevant material. During this work, pupils also asked several questions, worked out conclusions independently and showed a keen interest in learning about life in the past. A classroom assistant who sensitively worked with pupils, channelling their thoughts without overshadowing their ideas, provided well-targeted support. Teaching is good and is planned into several short activities, with teacher input between to check learning and move the lesson on at a fast pace. In Years 3 to 6 pupils focus on Ancient Greece in order to look at primary evidence from different aspects of Greek life. They study designs and pottery from photographs and work is extended for higher-attaining pupils by encouraging them to use a wide range of reference material. Pupils demonstrate good knowledge about this topic. During one lesson, pupils showed how well they have transferred their observational skills into investigative work on the lives of individuals in Ancient Greece. There is an atmosphere of quiet and sustained activity; all pupils being engrossed in the subject and collaborating effectively as they work. There is very good support from a number of classroom volunteers and assistants. This helps to maintain pupils' interest and there is a specific focus on pupils with special educational needs to ensure that they get the most out of the lesson, including the plenary when they talk about their findings. The teaching is of a particularly good standard because the excellent command of subject knowledge and personal interest in the subject shine through in this lesson to inspire the pupils.
101. There have been good improvements in the co-ordination and planning of history since the last inspection. Effective monitoring and improved teaching have also raised the profile of the

subject. There is a plentiful range of interesting resources but more artefacts would be useful. Unfortunately, there is no study or library area for personal research and computer facilities are not easily accessed. Pupils demonstrate very promising skills in the use of different sources to gather evidence but have restricted opportunities to develop these further. However, they show a sound knowledge of the subject and their enthusiasm and enjoyment are tangible.

INFORMATION AND COMMUNICATION TECHNOLOGY

102. Standards of attainment for seven-year-olds meet national expectations but are below what is expected at age 11. Many pupils have experience of using computers outside school and this assists in their appreciation and understanding of the importance of the latest technology. However, the pupils' overall progress is not satisfactory in Years 3 to 6. This is largely due to the lack of resources in the past. Up until very recently, there were too few computers to enable development in the short and long term or to allow pupils to practise and consolidate their skills. Nevertheless, since the previous inspection, the school has made good progress in developing the curriculum, increasing teachers' expertise and upgrading both hardware and software. Information and communication technology features on the school development plan and targets are set for greater improvements in the subject.
103. By the time the pupils are seven, they display good word processing skills. They have a secure control of the mouse and use the keyboard to type their work. They use the computers to support their learning in other subjects, notably in mathematics and English. The pupils know how to enter, save and retrieve their work. They use on-screen prompts successfully to print work and know how to use the spell check. They are confident in programming a simple floor robot to execute a function but the Year 2 pupils now need to extend this work further into programming a series of instructions.
104. In Years 3 to 6, pupils extend their skills further. In a discussion with some Year 6 pupils, they described a range of activities in the subject. These include word processing, the use of graphics, control of equipment and the use of databases to handle information. A scrutiny of pupils' work shows secure skills in presenting a piece of text and these are often illustrated by importing graphics or highlighted through the use of colour. Pupils use databases to store and analyse information. They present the results in tables, and by producing computer-generated graphs. When asked, pupils talk about the uses of information and communication technology in the wider world and consider the effectiveness of computer-assisted methods against traditional ones. For example, they evaluate the efficiency of finding information from books, a CD-ROM or on the Internet. Pupils know how to send mail electronically but problems with the new cabling and server are restricting opportunities for communication and use of the Internet at present. The school is well aware of the problem and is taking measures to solve it. Pupils refine sequences of instructions when programming the floor robot and know the importance of giving precise and accurate commands in order to control events.
105. No teaching was seen in Years 3 to 6 and therefore a judgement cannot be made. In Years 1 and 2 teaching is very good. Learning objectives are clear and are shared with the class at the beginning of the session. The teacher ensures that all are fully involved and checks progress through questioning and observation.
106. The curriculum for the subject is currently under review to ensure full coverage of the Programmes of Study and to link learning efficiently into other subject areas. The new computers, scanner and printers offer improved resourcing but are not fully used because of the remaining technical problems. In the junior classroom, the computers are situated in a very cramped space that is not suitable for group teaching. This will create difficulties when the specialist teacher arrives next term. The heat generated by the computers could well cause problems in the summer months since the classroom is not well ventilated. A review of siting is needed.

MUSIC

107. Attainment in music for pupils aged 7 and 11 is in line with national expectations. Pupils have very positive attitudes and show enthusiasm in their music lessons. Evidence from assemblies, performances, lessons and discussions with staff and pupils confirms that pupils make satisfactory progress in music throughout the school. Standards have been maintained since the last inspection and pupils have retained their exuberance in performing. Skills in tuneful singing have improved. Pupils with special educational needs particularly enjoy music and participate fully, some showing specific aptitude in musical knowledge and understanding. There are increased opportunities for individuals with specific difficulties to shine in this subject as their confidence is boosted by the freedom of musical expression.
108. All Years 1 and 2 pupils sing in tune when the teacher plays the piano to accompany action songs. They work enthusiastically and learn individual parts quickly as they sing, dance and act. There is a good response in one lesson as they choose parts democratically, and encourage a pupil with complex difficulties, who is keen to join in. As pupils perform, they demonstrate good rhythm, adapting their playing and voices appropriately to suit the mood of the music. They also recognise rests and increased crescendo in some pieces. Pupils enjoy the challenge in lessons and are keen to experiment with their music making. They are confident at singing solo and clearly articulate their words.
109. In Years 3 to 6 pupils' skills and talents develop further. Pupils organise instruments and form a circle without any need of prompting by adults. As they practise singing, pupils develop their understanding of melodic pitch, identifying some phrases that could be used as 'ostinati'. They sing with confidence and take part in a 'round' with support. Pupils show good vocal projection and are enthusiastic in their work. In one lesson, the class orchestra rehearsed and improved its performance for a special farewell presentation. This session gives all pupils individual opportunities to play a range of percussion instruments. There are fewer opportunities for extending pupils' instrumental skills, however, because the group is large and the space restricted. Over the year, pupils compose and improvise in a variety of styles and comment constructively on each other's performances.
110. Teaching is good overall with some very good practice seen, especially in Years 3 to 6. Lessons are well planned and prepared, covering the diverse needs of mixed age classes. Teachers allow sufficient time for rehearsal and provide very good support when pupils are trying out different ideas. An informed choice of music helps pupils' learning. For example, in one infant lesson, the teacher selected pieces wisely to clearly illustrate the contrasting pulse to younger pupils. The open nature of some tasks allows pupils to develop expression and imagination in their work.
111. There are opportunities for individual music tuition from a peripatetic teacher and many pupils take advantage of the service to enhance their learning. The church nearby is often used to hold performances and staff encourage all pupils to take part in order to develop confidence in front of an audience. Leadership and management ensure a good profile for the subject with both teachers sharing their expertise in the planning process. Music is well used in school to soothe and relax and to produce a calm atmosphere between lessons or after assembly. Resources are satisfactory but more music from other cultures is needed to provide a good balance of listening experiences. At present, there is little use of information and communication technology in music lessons but the school has plans to develop this facility further now that the new computers are installed.

PHYSICAL EDUCATION

112. Pupils aged 7 and 11 achieve standards in physical education that, overall, are in line with national expectations and they make satisfactory progress in the subject throughout school. In swimming, pupils in Years 3 to 6 have well-developed skills that are above national expectations with very good progress made.
113. In Years 1 and 2, pupils develop sound games and gymnastic skills. Most Year 2 pupils throw accurately and catch balls coming from different angles. They show good control and co-ordination when working in pairs, sending a ball to each other by rolling, bouncing and throwing. Many successfully control small equipment, for example, by carefully aiming a ball at a target. They know that there is a need to warm up before physical activity and have begun to

notice the effects of exercise on their bodies. The youngest pupils walk, jog and skip with a good awareness of space.

114. In Years 3 to 6, pupils continue to develop physical skills in lessons and in extra-curricular clubs. In gymnastics, they learn to create sequences of movements. For example, they link running, jumping and rolling across the floor into well-executed sequences of movement. Pupils learn to evaluate their own and other people's performance by careful watching and comparison. All pupils have swimming lessons at the local baths for a good part of each year and, by the end of Year 6, almost all are competent swimmers. Many work at an advanced level, showing good technical skills across a range of strokes and in personal survival. Pupils who have special educational needs are well catered for. They take part in all physical education lessons and are very well supported by their educational care officers. Staff are mindful of their special needs and always check that they are comfortable and feeling well enough to take part. Where necessary, specially adapted equipment is used to ensure that all pupils are fully included in the lesson.
115. In the two lessons seen, the quality of teaching was good in Years 1 and 2 and excellent in Years 3 to 6. The stated learning objectives enable the teachers to plan the development of skills in small steps. For example, in one infant lesson the pupils progressed from rolling and chasing the ball to throwing it in the air, bouncing it, rolling it and finally fielding it. These activities were carried out with an increasing degree of accuracy and were pitched at different levels of difficulty to accommodate and build on pupils' prior learning. The teacher modified the lesson in the light of pupils' performance with the result that they were continually being challenged to extend their skills. The pupils remained attentive throughout and greatly enjoyed the lesson. The Year 3 to 6 lesson on swimming was one in a series at the local high school. Work was very carefully planned at three levels to ensure challenge for all. The classteacher was assisted by the swimming coach who took a higher-attaining group, working towards a personal survival award. The remainder worked with the classteacher on some very demanding tasks that led to excellent progress. Encouragement and support for the 'emergent swimmers' were also provided by a classroom assistant. The work was very well planned to maintain a fast pace. All resources were to hand and the lesson ended with a 'fun session' to build up confidence and improve breathing. In all lessons, teachers consistently ensure that everyone works within safety limits. Pupils respond sensibly, following all rules with hardly any need for prompting.
116. Facilities for physical education are limited because there is no hall at the school. However, teachers make good use of the hard surfaces and field surrounding the school and convert the larger classroom into sufficient space for gymnastics work. Pupils gain very good experiences in the subject by using the fully equipped gymnasium and swimming pool at the nearby high school. The physical education curriculum is enriched by some extra-curricular activities, which are well attended. The gymnastics, games and athletics clubs allow pupils to develop their interests and talents out of school hours and support their developing social skills. The professional coaching that was arranged with the local football club added an extra dimension to learning.

RELIGIOUS EDUCATION

117. Attainment in religious education at the end of both key stages is in line with the expectations of the Derbyshire Local Authority's Agreed Syllabus. It was not possible to see a lesson on religious education during the inspection. Evidence is taken from a scrutiny of pupils' work, teachers planning and the Programme of Study. In addition, collective worship was observed and there were some discussions with pupils.
118. In Years 1 and 2, pupils learn about stories in the Old and New Testaments and explore their relevance for us today. They enjoy studying the lives of well-known saints, such as St Francis. They become increasingly aware of significant people in their lives and of their own importance within the family. Pupils in Year 1 draw a family map showing their special people and clearly have an awareness of the less tangible gifts in their lives. They learn about other faiths, looking at some main festivals and celebrations. Confidence develops as pupils learn to ask relevant questions and begin to make sense of their own experiences.
119. In Years 3 to 6, pupils study the Christian religion in depth, exploring some difficult concepts. For example, Year 4 pupils study the parables and discuss the one about the man who built his house on the sand. They develop a good understanding of the wisdom and foolishness in the

story and understand the moral theme. Pupils extend their knowledge and understanding of world faiths, comparing and contrasting religious symbols, practices, places of worship and artefacts. They begin to appreciate the similarities and differences between religions and how believers express themselves through their chosen way of life. Pupils study celebrations such as baptism and learn how significant events in people's lives are celebrated around the world. They develop a good knowledge of festivals such as Hanukkah, Divali or Eid and map them out on a Christian year chart that they have produced. In links with art and history, pupils explore the significance of the Celtic Cross in great detail and design some of their own, producing work of a good standard. They also explore Islamic and Rangoli patterns, appreciating the symbolism in each. Where relevant, the programme for personal, health and social education is integrated into lessons to extend learning. Pupils explore feelings, consider how they might be expressed and reflect on their personal reactions. In all age groups, pupils question, reflect on views expressed and are able to empathise with people in different situations to their own.

120. Progress for all pupils, including those with special educational needs, is good throughout the school. All show respect for other people's values and beliefs and older juniors have a mature approach when discussing their ideas and feelings. Learning is often enhanced when the local vicar comes into school to take lessons or when pupils visit church. Pupils in Year 3 produce some interesting pictures of Rev. Bishop after they have practical opportunities to learn about the significance of the clergyman's vestments and of the colours seen in church at different times in the year.
121. The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development. The daily acts of worship enhance learning and provide some interesting experiences for pupils. The quality of music and singing uplifts the assembly and deepens the spiritual dimension. The school provides a secure grounding in religious principles whilst, at the same time, emphasising the importance of good relationships, tolerance of others and a respect for society.