

INSPECTION REPORT

FRITCHLEY CE (Aided) PRIMARY SCHOOL

Belper, Derbyshire

LEA area: Derbyshire

Unique reference number: 112880

Headteacher: Mrs S B Spenceley

Reporting inspector: Mr Sean O'Toole
20891

Dates of inspection: 17th – 19th September 2001

Inspection number: 198120

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 Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Church Street Belper Derbyshire
Postcode:	DE56 2FQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Lees
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Sean O'Toole	Registered inspector	English as an additional language; Equal opportunities; Foundation stage; Design and technology; Information and communication technology; Mathematics.	The school's results and pupils' achievements; How well are pupils taught; How well is the school led and managed; What should the school do to improve further.
14178	Patricia Willman	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils; How well does the school work in partnership with parents.
18537	Stella Derrick	Team inspector	Special educational needs; English; Art and design; Music.	
17857	David Walters	Team inspector	Science; Physical education; Geography; History.	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

Fritchley CE (Aided) Primary School is a smaller than average school. It draws its pupils from the village and surrounding area. Sixty-one boys and forty-five girls aged from four to eleven attend the school, a higher figure than at the time of the previous inspection. Almost all pupils come from white ethnic backgrounds and live in an area that is economically average. No pupil has English as an additional language. Eight pupils are entitled to free school meals, a figure which is below average. An average proportion of pupils have special educational needs and three have statements of special educational need, which is above average. Children are admitted to the school in the September or January of the academic year in which they are five and study in a reception class. On admission to the school, most pupils have levels of attainment that are about those expected for their age, although with small cohorts this varies from year to year.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory quality of education. Standards have risen since the previous inspection through better teaching, although there was a dip in performance in national tests at the end of Year 6 in 2001. Children in the reception class achieve well and this good start is built on in the infants. Standards are above average in reading at the end of the infants but they are below average in writing and mathematics at the end of the juniors. Teaching is satisfactory overall and is very good in reception and good in the infants. The headteacher and governors have a strong commitment to the care of pupils and leadership and management are satisfactory. The school provides satisfactory value for money.

What the school does well

- Standards in reading are above average at the end of the infants.
- Children in the reception class are taught very well, make good progress and most are on target to exceed the goals expected in the areas of learning by the time they start in Year 1.
- The provision for special educational needs is good.
- There is good provision for the pupils' spiritual, moral, social and cultural development and pupils' behaviour and attitudes are good.

What could be improved

- Standards in writing throughout the school.
- Standards and teaching in mathematics, especially in Years 5 and 6.
- Some aspects of teaching, including marking, the pace of lessons and opportunities for pupils to use their initiative.
- The headteacher and subject leaders are insufficiently effective in checking on how well the pupils make progress and as a result there is insufficient challenge for the more able.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since it was last inspected in October 1997. Standards at the end of the infants have shown improvement, although there have been inconsistencies. The standards at the end of the juniors showed good improvement until 2001 when results in the national tests fell dramatically. Inspection evidence shows that standards are likely to rise sufficiently during this academic year. The teaching has improved and with it pupils' attitudes, behaviour and personal development. The children in reception now attain the goals expected for their age. Issues about the curriculum, leadership and management and statutory requirements raised in the last report have been dealt with successfully. The school has the potential to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	A	A
Mathematics	C	D	C	D
Science	C	E	B	B

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

The school's results, at the end of Year 6, in 2001 were considerably lower than those in 2000. This fall was due to the variations between small cohorts of pupils (there was a high proportion of pupils with special educational needs in 2000) and insufficiently challenging teaching. In the 2001 national tests, preliminary results show that standards in English were below average although the pupils did attain average levels in reading. Writing results were poor with less than a quarter of pupils attaining the expected level for their age. In comparison with similar schools standards were well below average. In mathematics standards were well below average and among the lowest five percent of schools with similar intakes. Standards in science were average. At the end of the infants the preliminary national test results in 2001 showed that the school has maintained the rate of improvement of the previous three years and standards in reading were above average and average in writing, mathematics and science. Standards in reading were average when compared with similar schools and below average in writing and mathematics. Inspection evidence shows that the school is on course to achieve its appropriately challenging targets in the tests in 2002.

Inspection evidence shows that standards in reading are above average at the end of the infants and average at the end of Year 6. Standards in writing and mathematics are average at the end of the Year 2 but below average at the end of the juniors. Science is average throughout the school. Children in the reception class make good progress and attain the expected goals for their age in all of the areas of learning by the end of the reception year. Standards in design and technology, art and design, information and communication technology, physical education and music are appropriate for pupils aged seven and eleven. The infants achieve above average standards in geography and average standards in history but, by the end of the juniors, the standards in these subjects are below those expected. Overall achievement is high enough at the end of the infants but insufficiently high at the end of the juniors. Pupils with special educational needs make good progress towards the targets in their individual education plans. The more able are not sufficiently challenged and few pupils achieve the higher levels in national tests in writing and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are keen to learn and try hard. Children in the reception class have very positive attitudes and apply themselves well.
Behaviour, in and out of classrooms	Good. The pupils move around the school sensibly and play together well. They have a clear understanding of right and wrong and how their behaviour affects others. There have been no exclusions.

Personal development and relationships	Good. The pupils get on well together and show respect for adults. They enjoy helping others and like to take part in fundraising activities for charity.
Attendance	Good. Attendance is above average; the pupils enjoy school. Punctuality is good.

TEACHING AND LEARNING

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

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

Overall the quality of teaching is satisfactory. The teaching of the youngest children and those with special educational needs is done well as good attention is given to matching work to individuals' needs. The support staff make a good contribution to pupils' learning. Relationships between teachers and pupils are good and care is taken in planning lessons and using resources. However, there is insufficient challenge for the more able and some lessons lack sufficient pace. Marking is not used consistently to guide pupils on how they might improve. Reading and basic number are taught well but the teaching of writing and the application of number to solving problems are not taught rigorously enough. The needs of most pupils are met but the more able are not inspired to do their best by having demanding targets set for them. Pupils respond positively in lessons and most work hard but there are too few opportunities for them to use their initiative and carry out research

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has adopted the national strategies for literacy and numeracy but insufficient emphasis is given to writing in other subjects. The curriculum includes all subjects but the extension of skills lacks consistency. Children in the reception class follow a good curriculum.
Provision for pupils with special educational needs	Good. Pupils are supported effectively and individual education plans are well focused. There is restricted access for pupils with physical disabilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school works hard to promote the pupils' understanding of right and wrong and to extend their social skills. The school encourages thoughtful consideration of faith, culture and tradition. Pupils are prepared well for life in a culturally diverse society.
How well the school cares for its pupils	Effectively. The staff show much care for the pupils and have supportive systems to promote their attendance, good behaviour and well being. The procedures for assessment are satisfactory but insufficient use is made of the information to plan work.

The school has good links with parents. The parents speak highly of the contribution the school makes to their children's development. Daily contact with the staff is much appreciated by the parents. Reports on pupils' progress lack sufficient detail of attainment and targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher takes a good lead in pastoral care and in encouraging staff and governors in their desire to raise standards. The staff work well together but their role as subject leaders is underdeveloped and this leads to some underachievement.
How well the governors fulfil their responsibilities	Satisfactorily. The chair provides good leadership and the governors have a clear understanding of the school's strengths and are involved appropriately in managing finance. They visit regularly to check on how well the school is doing, but their role in development planning is limited.
The school's evaluation of its performance	Satisfactory. The headteacher analyses data and targets are reviewed regularly, although the link between assessment information and planning lessons is not well established and this contributes to some underachievement in Years 5 and 6. The governors set appropriate targets and monitor the performance of the staff.
The strategic use of resources	Good. Financial control and planning are good. The school seeks tenders for supplies and services and applies the principles of best value. There are suitable plans to spend the school's budget surplus.

There are sufficient and suitably qualified teachers and effective support staff. The school has good quality resources and the new computers are beginning to have a beneficial impact on standards in information and communication technology. The accommodation is barely satisfactory with irregularly sized classrooms; one class is taught in the hall. The outdoor play equipment for reception children is unsatisfactory and staffing levels in the reception class are low in the afternoon.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The approachability of staff. • The quality of teaching and the progress their children make. • The way in which the school helps their children to become mature and take responsibility. • Their children enjoy coming to school. 	<ul style="list-style-type: none"> • The provision of extra-curricular activities. • Homework.

The inspection team endorses the positive views of parents. There is a satisfactory range of extra-curricular activities, mainly provided by the community. Parents were divided about whether the school gave too much or too little homework. The school provides regular and an appropriate amount of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. Overall, standards have improved at the end of the infants since the previous inspection and been maintained at similar levels at the end of the juniors despite a dip in 2001. The trend over the last four years has generally kept pace with national improvement except in 2001 in the juniors when standards fell. Due to the small number of pupils taking the national tests at the end of Years 2 and 6 there can be quite marked variations in performance from year to year. These fluctuations are influenced by the percentage of pupils with special educational needs in each group and annual variations in pupils' attainment on admission to the school. However, a significant factor in the pupils' performance is the quality of teaching and the way in which the school meets the needs of all pupils. Analysis of work done by Year 6 pupils in 2001 shows that there was some underachievement as the work set was not challenging enough in writing and mathematics and this led to a significant drop in overall performance in national tests. This fall in performance was also influenced by almost a third of pupils having special educational needs and some mobility in the cohort through the juniors. About a quarter of the pupils who took the tests for seven-year-olds in 1997 had left the school before the end of Year 6 in 2001 and some evidence suggests that these three pupils were higher attainers. The poor results in 2001 followed three years of sustained and steady improvement during which the school was given an achievement award for improving the pupils' basic skills. Though by the end of the infants standards were high enough, by the end of the juniors standards were insufficiently high in writing and mathematics. An illustration of this is that 55 percent of pupils attained the higher level 5 in the reading tests at the end of the juniors but none achieved this in writing; in fact less than a third achieved the national standard. Parents say that they are happy with the standards achieved and are satisfied with the rate of improvement.
2. Preliminary results of the national tests at the end of the infants in 2001 showed a continued and satisfactory rate of improvement; the pupils attained above average standards in reading, and average levels in writing and mathematics. There was a slight improvement in the proportion of pupils attaining the higher level 3 in mathematics but not in writing. When compared with schools in similar contexts, reading was average and writing and mathematics were below average. For several years the teachers' assessments in science have estimated that all pupils attained the average level 2 in science but none has ever achieved the higher level 3. The school is now aware of the need to be more accurate in assessing science performance. Inspection evidence shows that in science in the infants there are insufficient opportunities for the pupils to investigate and design their own experiments and this depresses overall performance. The small number of pupils taking the tests makes reliable comparison between boys and girls

difficult. Test results and inspection evidence show little difference between boys' and girls' performance at the end of the infants and juniors.

3. Preliminary results of the national tests at the end of the juniors in 2001 were low. Standards in English were below the national average and were well below average in mathematics. When compared with similar schools English was well below average with the most significant weakness in writing; in mathematics the results were among the lowest five per cent of schools. The pupils' results in science were in line with the national and similar schools average. The variation between subjects was due to:
 - insufficient focus on developing mathematical skills and applying the pupils' knowledge of number to solving problems;
 - too few opportunities for pupils to write extended passages and to use their writing skills to good effect in subjects such as history and geography;
 - insufficient challenge for the more able;
 - too little use of assessment information to set demanding work.
4. Though it is very early in the academic year, there are some indications from inspection evidence that performance in national tests will improve in 2002. In part this is due to a higher level of prior attainment compared to last year's Year 6. However, inspectors found that pupils' writing and mathematical skills remain below average in Year 6 as pupils have limited skills of applying their knowledge of number to solving problems and there are still too few opportunities for pupils to engage in writing detailed and sustained passages in other subjects. Standards in reading are above average in Year 2 and average in Year 6. throughout the school, the pupils have above average speaking and listening skills for their age. In mathematics standards are average at the end of the infants. Year 6 pupils have an average knowledge of data handling but are less secure in shape, space and measures and this aspect of mathematics is below average. Pupils at the end of Years 2 and 6 attain average standards in science although the infants have a below average understanding of scientific investigations.
5. Pupils' literacy and numeracy skills are improving and the use of mathematics in subjects such as design and technology and information and communication technology (ICT) is helping to improve standards. The teachers encourage reading skills well and give opportunities for pupils to study and research in other subjects. However, insufficient attention is given to promoting writing and this weakness is most pronounced in Years 5 and 6. The school has recently installed a computer suite and this has led to good improvement in using computers in other subjects, although more remains to be done. The school has greatly improved target setting and through tracking individual performance is beginning to set challenging targets. Targets for 2002 have been revised and an estimated 83 per cent of pupils are expected to attain the national average in reading, writing and mathematics. The school is on course to achieve this target but more rigour is needed in setting challenges for the more able to ensure that they achieve their potential.

6. Children start in the reception class in the September or January of the academic year in which they are five. Attainment on admission varies significantly with each group of children but is generally about the level expected of four-year-olds. Attainment on admission has dipped since the previous inspection. Almost all children have benefited from some pre-school educational experience in a nursery or playgroup. The children, including those with special educational needs, make good and often very good progress. By the end of the reception year, the children attain the early learning goals in all areas of learning and most exceed them in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. In their creative and physical development the children have appropriate skills and knowledge for their age. This achievement represents significant improvement since the previous inspection and is the result of very good teaching, skilful planning and the effective introduction of a lively and interesting curriculum.
7. Progress is mostly satisfactory. The infants make good progress benefiting from good teaching. Progress in the juniors is variable as assessment is not used rigorously enough to set work which builds on previous learning. This is unsatisfactory. However, most pupils make good progress in Years 3 and 4. The rate of progress slows in Years 5 and 6 and achievement is not high enough overall. Variations in progress are caused by variations in the quality of teaching, the use of assessment to ensure that learning builds on previous experience and the matching work to pupils' abilities. Pupils with special educational needs make good progress. They are set work that is matched to their needs and linked to well focused individual education plans. Support staff play a key role in helping these pupils.
8. Throughout the school standards in ICT, music, physical education, art and design and design and technology are about those expected for pupils aged seven and eleven. By the end of Year 2, standards in geography are above average and they are average in history but they are below at the end of Year 6. There are gaps in pupils' knowledge of control technology. The pupils' skills in composing and performing music are good as they benefit from specialist teaching.

Pupils' attitudes, values and personal development

9. The good quality of most pupils' attitudes to school, their personal development and the relationships they have with each other and with all adults who teach and care for them has been maintained well since the last inspection. Parents support the positive values promoted by the school and the majority of pupils respond well to these expectations. Analysis of parents' views prior to and during the inspection indicates that their children enjoy coming to school and pupils themselves express very positive views about their experience of school life. Since the last inspection there has been a focus on improving consistency in behaviour management. This strategy has proved to be successful and pupils' behaviour, particularly in the Foundation

Stage and in Years 1 and 2 is now good overall. Attendance levels have been consistently above the national average since the last inspection.

10. The children in the Foundation Stage, including those with special educational needs are full of enthusiasm for learning. They settle happily into the wide range of interesting activities prepared for them, developing their personal and social skills through sharing resources and helping each other with their tasks. They particularly enjoy the practical and creative tasks planned for them, often becoming excited by the process of learning. They respond well to instructions, trying hard to please their teachers and gain their praise. They get on well with each other and already have very good relationships with the adults who work with them and care for them. They feel happy and secure in a structured and familiar environment and are beginning to understand the routines of the classroom and how they are expected to behave. The children tidy up sensibly when asked and are careful when handling books and other resources. Although attendance for most of these children is not compulsory, they come to school regularly and on time.
11. The majority of pupils, including those with special educational needs, have good attitudes to school. They enjoy many of their lessons and understand the need to listen carefully and work hard. In an English lesson focusing on speaking and listening skills, for example, Years 1 and 2 pupils were keen to perform and gained in confidence as a result of their teacher's enthusiasm and humour. Pupils respond well to the structure of their literacy and numeracy lessons. However, when pace and challenge are lacking in their lessons, as in mathematics in Years 5 and 6, some pupils, particularly those more able pupils, lose enthusiasm and tend to coast.
12. The behaviour of the majority of pupils, including those with special educational needs, is mostly good. This supports the view of the majority of parents and reflects the school's work to improve consistency in the management of behaviour in classes since the last inspection. Pupils believe that their teachers and other members of staff handle incidents of poor behaviour fairly and they recognise that this encourages pupils to behave well. There are, however, a very small number of pupils who have difficulty concentrating in lessons and their behaviour sometimes distracts their classmates. For example, Years 4 and 5 pupils did not enjoy their well-planned music lesson as much as they should because of the behaviour of a few pupils. Pupils understand the difference between acceptable and unacceptable behaviour and know the boundaries which are clearly established within the school community. Behaviour in assemblies is very good and pupils move around the school and in the playground sensibly. There have been no exclusions and the school functions well as a structured and caring community.
13. The personal development of all pupils, including those with special educational needs, is good. The pupils get on well together and have good, and often very good, relationships with their teachers and other adults in the school. No unkind behaviour was observed during the inspection and neither

parents nor pupils express concerns about bullying. This forms the foundation for the happy atmosphere in the school. Many pupils have good social skills: they express their opinions with confidence and have a good awareness of others' needs and feelings. Older pupils feel a genuine responsibility for the younger pupils, and take a particular interest in the Reception children who have just started school. These children say that this helps them to feel happy in school. Pupils are keen to accept responsibility and carry out their class and school jobs conscientiously. Because of the limited opportunities for pupils to exercise their independence both in their learning and in contributing to the life of the school, their ability to use their own initiative is constrained. Pupils clearly understand the impact of their actions on their friends and are beginning to recognise the plight of those less fortunate than themselves. There have been many opportunities provided for pupils to learn about the lives and cultures of others and many pupils are aware of the need to be tolerant of differences. The pupils are naturally polite; they greet adults in a friendly manner, hold doors open for them and smile. They treat the resources and the school environment with appropriate care and respect.

14. Attendance at the school is good. It has been consistently a little better than the national average since the last inspection. Parents are conscientious about notifying the school of reasons for absence and there is no recorded unauthorised absence. Most pupils arrive at school in good time. Registration is quick and efficient and the school day starts on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

15. The quality of teaching has improved since the previous inspection with almost all lessons seen being at least satisfactory. Parents expressed confidence in the quality of teaching at the school and were particularly pleased by the teaching in reception and the infants. Of the 29 lessons seen, 27 percent were very good or better and 97 per cent were satisfactory or better, with 45 percent being good. One lesson in art and design was unsatisfactory. Teaching and learning in the reception class are very good. Infant teaching is good and that in the juniors is satisfactory overall. Most teaching meets the needs of the pupils but there are important exceptions. The quality of teaching varies between subjects and weaker areas include the extension of writing skills in the juniors, using and applying mathematics, and providing sufficiently challenging opportunities for the more able. Science teaching in the infants is not demanding enough and as a result no pupil attains the higher level 3 in the assessments at the end of Year 2. Conversely the school's use of teachers' expertise in physical education, information and communication technology and music means that pupils benefit from specialist teaching and make good progress in these subjects.
16. The teaching of pupils with special educational needs is good. The teachers and support staff work well together to identify and meet the needs of these pupils. Work is planned to take account of the individual education plans and careful monitoring of the pupils' progress, linked to regular reviews ensures

that learning proceeds well and that pupils make good progress towards their targets. This is also true of pupils who have behavioural difficulties; the sensitive handling by staff and thoughtful consideration to the pupils needs has led to a much calmer school than reported at the last inspection. Learning support assistants with responsibility for special educational needs pupils make a good contribution to their learning because the quality of relationships is good; pupils respond well to the targeted and specific support they receive.

17. Teaching of children in the reception class is very good in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. The teaching of physical and creative development is good. Strengths in the teaching of reception include:

- well planned lessons;
- a strong focus on meeting the needs of individuals and challenging the more able;
- the variety of opportunities available and the effective balance between child chosen and adult directed activities;
- the happy and constructive relationships which inspire confidence in the children and enable them to settle quickly and learn how to behave well;
- the staff's skills in working together and their thorough knowledge of the curriculum;
- the way in which staff use praise and encouragement to get the best from the children;
- the very good use of resources to aid understanding;
- the good use of assessment to plan the next step in learning.

Areas to develop in reception teaching include;

- improving opportunities for outdoor play.

18. The factors above contribute much to the children's learning and set the tone for the rest of the school. As a result of the very good teaching the children are well equipped for work on the National Curriculum; they are competent learners who work hard and are proud of their achievements. They soon understand behavioural conventions and learn to respect others and to use resources with care.

19. Teaching in Years 1 and 2 is good and has a positive impact on learning which is also good. The teachers plan carefully to ensure coverage of the curriculum and also take account of the needs of the different ages in the class. However, there is not always sufficient challenge, as in science where there are limited opportunities for pupils to experiment and investigate and as a result few attain the higher level in assessments at the end of Year 2. Strengths in the teaching include:

- good relationships between staff and pupils which ensure that behaviour and attitudes are positive;

- lessons are planned thoroughly and at the start of lessons the teachers tell the pupils what they are going to be taught; this approach results in pupils being clear about their own learning and in the reviews at the end of lessons pupils are able to say what they have achieved;
- teachers make good use of resources; this worked well in mathematics' lesson where pupils played different games and their levels of concentration and perseverance improved;
- the teachers have good subject knowledge particularly of English and mathematics and use this well to develop the pupils' subject vocabulary;
- the teaching of reading is good; there is regular practice of skills and techniques, good opportunities for pupils to learn at home and parental involvement in the teaching of reading.

Areas to develop in the teaching in Years 1 and 2:

- increasing challenge, opportunities for independent work and more accurate assessment of pupils' scientific understanding;
- extending opportunities for pupils to use their writing skills more fully in subjects such as history and geography;
- making sure that the pace of lessons remains brisk and purposeful.

20. The teaching in Years 3 – 6 is satisfactory overall; most of the teaching in Years 3 and 4 is good. The teachers have good rapport with the pupils and a consistent approach to behaviour management. Support staff make a good contribution to learning in literacy and numeracy lessons. Most of the pupils are taught in mixed aged classes and the teachers cope well with this. However, in Years 5 and 6 the scrutiny of pupils' work showed that there was insufficient challenge for the more able and they were often required to complete tasks well within their capabilities. This was most evident in mathematics and writing. Strengths in the teaching include:

- effective relationships and a consistent approach to discipline;
- the use of subject leaders to teach information and communication technology, music and physical education to add challenge and consistency in developing skills, knowledge and understanding;
- lesson plans which include clearly stated objectives;
- the introductions to lessons are usually brisk and purposeful and set the tone for learning. This was particularly good in mathematics in Years 5 and 6 due to the setting of challenging questions and high expectations that the pupils would answer quickly and correctly.

21. Areas for improvement include;

- using marking more consistently and rigorously to guide pupils on how to improve;
- setting more demanding tasks for the more able based on accurate assessment of their prior achievement;
- ensuring that lessons are well paced throughout and do not lose momentum after the introduction;

- increasing opportunities for pupils to use their initiative and be more responsible for their own learning.
22. The teaching of English in the lessons seen was mostly good, with some very good and excellent teaching in Years 1 and 2. Reading is taught well and there is a consistent approach to homework in reading and the development of skills such as building words from the sounds that letters make. Different approaches to teaching reading including class, individual and group reading work well and help pupils to gain a good range of skills. The basic skills of writing such as grammar, punctuation, spelling and handwriting are taught well. However, particularly in Years 5 and 6 assessment is not used effectively enough to plan work that stretches the pupils. Insufficient emphasis is given to providing opportunities for the pupils to write extended passages in both English and other subjects and this is an area for improvement. The school uses the National Numeracy Strategy and a published scheme to support the teaching of mathematics. This combination works satisfactorily in promoting number skills and basic mathematics but does little to add challenge and promote higher standards at the end of Year 6. There are some examples of good teaching in mathematics. This is particularly the case in introductions to lessons when pupils are given challenging tasks and expected to respond quickly and accurately to mental arithmetic questions. However, in several lessons, the pace of teaching drops during the group and class work and the momentum for learning is lost. As a result, pupils do not always complete sufficient work of a suitably demanding nature. Teachers have a satisfactory understanding of the National Literacy Strategy and National Numeracy Strategy. Their knowledge of other subjects is generally secure but in art and design and geography in the Years 5 and 6 the teaching is not challenging enough and there is a consequent lack of development of key skills and knowledge.
23. Parents expressed confidence in the teachers and most were satisfied with the level of homework given. Homework is used satisfactorily to reinforce learning although there are limited opportunities for research and independent work. Lesson planning is thorough and teachers spend much time in preparation and organising resources to support learning. Some activities are over-directed and the pupils have insufficient opportunities to use their initiative and become independent. For example, in science in the infants there are clear explanations of tasks but little room for investigation and experiment. In history and geography, in Years 5 and 6, the pupils rarely write in-depth descriptions and this hampers the application of writing skill and use of research.
24. Many aspects of good learning are present in the lessons. The teachers encourage good behaviour through the effective use of praise and reward. The pupils behave well and listen carefully to instructions. The pupils have good attitudes to their work and are keen to present their work well and to do their best. Learning is most effective in the reception class and in the teaching of English in the infants due to challenging tasks, an effective balance between direct teaching and opportunities for the pupils to find out

for themselves. Most pupils work hard and produce good amounts of work in lessons; however, this is not always the case particularly when the tasks set are insufficiently challenging. In summary, teaching meets the needs of most pupils in most subjects but there are some missed opportunities for pupils to extend their skills of working independently because some tasks are too repetitive and unchallenging.

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

25. Taken overall, there has been significant and good improvement in curriculum provision since the previous inspection. Appropriate nationally recommended schemes of work have been introduced. These are providing useful guidance on what has to be taught at each stage and how pupils' progress can be checked. Statutory requirements are met and provision for equal opportunity is satisfactory.
26. The curriculum is broad and better balanced than reported at the previous inspection. The school has a satisfactory overall plan for the curriculum and teachers follow it. There are suitable policies and guidance for staff. The amount of time given to geography in Years 5 and 6 is low and as a result standards in this subject are below those expected for eleven-year-olds. The range of learning opportunities includes satisfactory provision for personal, social and health education. Work on sex education and drugs awareness is dealt with at an appropriate level within science lessons or separate personal and social development sessions. Good use is made of professional expertise from outside sources in this work. There is a good curriculum for the Foundation Stage. The staff plan a good balance of activities and provide stimulating opportunities for the children to learn. A particular strength is the provision for personal, social and emotional development. However, the limited resources and staffing available in the afternoon impede opportunities for outdoor play.
27. The National Literacy and Numeracy Strategies have been introduced and are having a positive impact on reading and number work although writing remains an area of concern and there are insufficient opportunities for pupils to use writing skills in subjects such as history and geography. The schools' results in writing remain below the national average, despite the large proportion of time allocated to literacy. Provision for extra-curricular activities is satisfactory and appropriate for a small staff. Teachers give their time voluntarily to a number of activities that widen pupils' experiences. The school does well to tap into the resources of the local community and has received awards for its participation in local events associated with road safety. Other members of the community support the sporting activities of the school very well.
28. The school is committed to the ideals of inclusion for all pupils and makes good provision for pupils with special educational needs. The Code of Practice for special educational needs is applied successfully and pupils on

the register of special needs have appropriate individual plans. Within these plans are targets, prepared jointly with parents and education staff. The school provides good support for these pupils and classroom assistants make a positive contribution to their progress. There is a very good policy for pupils with special educational needs that provides clear guidelines for all staff; all systems and routines are clearly articulated and understood.

29. Day and residential visits allow pupils to develop their personal and social skills and staff promote good social and moral values. Pupils also benefit from a visit by the Life Education team. The structured and formal provision of personal, social and emotional development is in the process of development. The headteacher has undertaken appropriate training and a good scheme, supported by all members of staff, has been introduced into the curriculum.
30. The school enjoys good links with the local community which benefit the pupils' educational experience. Visitors come to school to tell the pupils about their lives and experiences and representatives of the local police and fire services visit the school to raise pupils' awareness of personal safety issues. Elderly residents of the village are invited to the school from time to time and are entertained by the pupils. The Millennium Arts' Festival in the summer term effectively raised the profile of the school in the community. The school also benefits from strong and regular links with the Church community. There are good links with pre-school providers that effectively ease the children's transfer into the Reception class. Liaison procedures with the secondary school is minimal. Visits are arranged and records transferred, but there are few curricular links and contact between staff and pupils prior to transfer is limited.
31. The provision for pupils' spiritual, moral, social and cultural development is good. The spiritual aspect of pupils' education is supported well through daily acts of collective worship that raise pupils' spiritual awareness and conform to statutory requirements. Pupils' have opportunities to explore their feelings in dramatic productions such as the enactment of a lunar landing and, for infant pupils, the Christmas story and this makes a good contribution to their spiritual development. Curriculum links to world faiths and cultures through initiatives the school has introduced, in particular, the Millennium Arts' Festival, has had a very good effect on pupils' thinking about the wonders and values of lives in different countries and heightened their awareness of their own beliefs.
32. The school makes good provision for the development of moral education. Pupils are taught the difference between right and wrong from an early age. There is a clear code of behaviour based on rewards and encouragement that is consistently implemented. Targets are set for improvements in behaviour for some pupils. However, these are not always pursued rigorously enough in the classroom situation. Teachers are supportive of pupils in helping them gain self-discipline and provide very good role models. They encourage feelings of community responsibility within the classroom and

within the school. Group responsibility is extended to areas beyond the school and pupils make good social development when they entertain senior citizens living near the school, preparing and serving refreshments and entertaining them with songs and drama. The Year 6 residential visit to Whitehall gives pupils new responsibilities and team building skills that make a good contribution to social development. Pupils' develop good moral and social attitudes to those less fortunate than themselves, collecting money for "Shelter" and making up "Christmas boxes" to be sent to children in Romania and Bosnia. An interesting range of visitors come to school to talk about, or act out, to pupils issues such as drug awareness, citizenship and responsibility for the environment.

33. The provision for pupils' cultural development is good. There are good opportunities to study world faiths such as Hinduism, Sikhism and Judaism and pupils have an appropriate understanding of relationships between faith and culture. The school has a link with a school in China and pupils correspond regularly, making good progress in learning about the Chinese culture and in exploring items of interest about their own culture with which to respond. The school's Millennium Experience gave very good opportunities for cultural development. Pupils experienced a wide range of opportunities including joining with experienced Indian dancers, playing African music on authentic African drums, meeting and learning from people of the relevant ethnic communities. They heard Jamaican story telling and experienced English country dancing and American rug pegging. This variety of experience was very good in developing attitudes and thinking about life in a culturally diverse society. There are good opportunities for dramatic and choir performances and visits and visitors to school add colour and interest to older pupils' study of Shakespeare's "Macbeth".

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

34. The welfare of all pupils, including those with special educational needs, is an important priority for the school and this is reflected in the good level of care provided. Parents are confident that their children are well looked after. The procedures established by the school to ensure that pupils are well cared for have improved since the last inspection and the minor health and safety issues identified have been rectified. The school has satisfactory systems to assess pupils' attainment and progress. However, the data collected is not yet being used to full effect to plan work to build progressively on what pupils already know and to provide appropriate challenge, particularly for those who are capable of achieving the higher levels. The school monitors pupils' personal development well and the overall educational support and guidance for pupils is good.
35. The children in the Foundation Stage are well cared for by kind and caring adults. There are good transition and induction procedures for both children and parents and most of the children have already settled quickly and happily into the routines of the classroom. Very good communication between parents and staff ensures that any minor problems are dealt with quickly and

with sensitivity. Staff quickly learn the strengths and weaknesses of each individual child and plan activities accordingly. The children are taught how to use resources safely and staff provide very good role models for the children's personal development. All the adults who work with the children are consistently kind, firm and fair and the children quickly learn how they are expected to behave. One small child proclaimed that he loves his teacher and the very good relationships evident in the Reception class provide the children with a happy introduction to school life.

36. The school's procedures regulating health and safety and child protection are good. The health and safety policy is currently under review and regular inspections of the premises ensure that the school is a safe and healthy environment for the staff and pupils. The headteacher has recently attended a course on risk assessment and formal risk assessment with appropriate records is planned for the near future. The headteacher ensures that all adults in the school have a good awareness of safe practice in their work in and around the school. The pupils are taught strategies to keep themselves safe and the basics of healthy eating and good hygiene. All members of staff have undertaken first aid training and appropriate records are kept. Fire drills are planned twice per term and alarms checked weekly. The provision for child protection is good. The headteacher has received an appropriate level of training and is fully up-to-date with area child protection guidelines. There is a good policy document that promotes consistency and rigour in recording concerns and maintains a good level of staff awareness of this aspect of care. The headteacher has a good awareness of the particular problems that may affect looked after children.
37. There are appropriate procedures for monitoring attendance and following up any absence. Most parents' co-operate well by promptly notifying the school of the reasons for any absence. Annual attendance levels are reported to parents and individual attendance is correctly recorded on pupils' annual reports. Morning and afternoon registration procedures comply with legal requirements. The school has good procedures for recording and monitoring instances of unacceptable behaviour and bullying and for ensuring consistency amongst staff in their application. This ensures that all pupils have a clear understanding of what is expected of them and encourages compliance. Parents are contacted if their child is giving cause for concern and the school values their co-operation in providing an element of consistency in dealing with any problems that arise. Because staff have a good awareness of the needs of the pupils, any bullying or unkindness is picked up early and dealt with effectively before becoming a major issue. Pupils comment that they would definitely talk to a member of staff if they were unhappy about something and are confident that they would be helped.
38. A good level of educational and personal support and guidance is provided for those pupils with a statement of special educational needs. There are appropriate links with outside agencies that provide professional guidance and help. There are no formal procedures for monitoring pupils' personal development. Records are kept for "Gold Book" assemblies that are

organised every month to celebrate pupils' achievements in all aspects of school life. Teachers, particularly in the infants, have a good understanding of individual strengths and weaknesses in pupils' personal development. Pupils with special educational needs take part in all aspects of school life and receive a good level of support, personal and academic. There are good records kept for pupils with special educational needs and their personal development is assessed against the targets set on individual education plans.

39. The previous inspection report gave no overall judgement on the school's assessment systems and their use. However, it criticised the use of assessment information, seeing the use of assessment as "patchy" and not put to practical use. Current inspection findings show that, as at the previous inspection, assessment procedures are, overall, satisfactory. They are not, however, fully implemented and where appropriate information is gained about the progress of individual pupils, it is not always used in curriculum planning. There are no assessment systems for the foundation subjects, for example history and geography. The marking of pupils' work is inconsistent. Work is, generally, marked regularly and often includes praise for the pupils' efforts. The marking, however, rarely contains comment that shows pupils how to improve their work or contains sufficient information to provide assessment information for the teacher. The headteacher has taken an effective lead in developing good tracking systems of pupils' progress across the school by analysing test results and setting targets for pupils. However, the full impact of this initiative has yet to be realised.
40. Despite suitable systems, some staff are insufficiently aware of how assessment can influence learning. There are weaknesses in assessment and its use in all areas of the curriculum. In English, home reading records contain insufficient teacher comment about how pupils can improve and do not guide parents sufficiently on how to help their children. Children in the reception class are assessed on admission and the information is used very effectively to plan work. This has a very good impact on the children's progress. A feature of the very good teaching in the reception class is the way in which assessment is an integral part of the lesson. The staff work closely with the special educational needs co-ordinator to make accurate and regular assessment of pupils with special educational needs, making good use of individual education plans to reach targets and plan the next step.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

41. The parents who expressed an opinion prior to the inspection have very positive views about most aspects of school life. They appreciate the care the school takes of their children and value the opportunities the school provides for them to be involved in their children's learning. The only significant concerns raised by parents prior to the inspection related to homework provision and the limited range of out of school activities. On balance, teachers set an appropriate amount of homework, although there are some inconsistencies between classes. Extra-curricular activities organised by the

school are satisfactory. Pupils take part enthusiastically in a range of activities after school, many of which are organised by parents. There is good communication between the school and parents. These good links which the school fosters with parents and carers ensures that the impact of parents' involvement on the life and work of the school is good. The quality of the partnership between home and school has improved since the last inspection.

42. The school provides good quality information about the school and the progress that the pupils make. The prospectus and governors' annual report for parents contain useful and practical information and regular newsletters keep parents up-to-date with activities taking place. The annual reports on children's progress are satisfactory. The quality of text is variable and does not always represent a balance between strengths and weaknesses. Apart from the reports for Years 2 and 6, there is no clear indication of actual attainment and the content of the "next steps" section of the report is not always specific enough to give clear guidance on how parents can help their children to improve. Parents have very good opportunities for formal and informal consultation with staff about their children's progress and know that they are welcome to talk to the teachers or the headteacher if they wish for more information. Almost all parents take full advantage of these opportunities.
43. Parental involvement is welcomed, valued and actively encouraged. The majority of parents willingly help with homework and project work and every term details are sent home about what the children will be learning. This enables parents to support class work at home. Courses about the literacy and numeracy strategies have been held and a brief initial survey of parents' views about school life was carried out during the summer term. Several parents help regularly in school and there are many willing volunteers to help with swimming and visits. The hard work of the parents' organisation resulted in a substantial grant from the lottery fund which was a major contribution to the successful arts festival in the summer term. The school places a high value on parental involvement in its on-going commitment to improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED

44. Aspects of leadership and management of the school have improved since the previous inspection; the governors play a more active role, the headteacher has more time to carry out her management responsibilities, there are more and better quality resources and financial planning has improved. Overall leadership and management are satisfactory. The headteacher sets a good example to the staff in her teaching and seeks to involve all staff in decision-making. The school has gained "Investors in People" recognition since the previous inspection and these principles underpin the management of the school. The headteacher has the respect of the staff, parents and governors and has created an effective team which has the potential to move the school forward. The school has remedied most of the weaknesses identified in the previous inspection report and is better than

it was. Standards in the infants and reception class are higher than previously reported. The quality of teaching has been improved, the curriculum is better balanced and issues regarding poor behaviour have been tackled successfully. The school has made good improvement since the previous inspection. Parents are impressed with the dedication and commitment of the headteacher and staff.

45. The school has a positive ethos in which all are valued. Its aims are clearly displayed and are shared by staff, governors and parents. The school's aided status is promoted well and parents value the opportunity to send their children to a church school. The school meets its aims. The governors have developed their role and are keen to move the school forward. They are regular visitors to the school and have monitored the introduction of the National Literacy Strategy and National Numeracy Strategy. One of the governors also oversees the work with pupils with special educational needs. Governors take responsibility for aspects of the school's development plan, for example seeking quotes for building work, monitoring spending and setting performance targets for the headteacher. They ensure that statutory requirements are met. The governors are well informed by the headteacher and keep up-to-date on government and local initiatives through regular attendance on training courses.
46. The provision for pupils with special educational needs is managed well and the school makes effective use of support from outside agencies as needed. Governors have used funds well to extend the support for special educational needs and this has had a beneficial effect on the progress made. The co-ordinator for special educational needs (SENCO) is knowledgeable and well organised and all the required paperwork is in good order. The governor designated with responsibility for special educational needs meets the SENCO regularly and is fully aware of provision and issues within the school. The register of special educational needs is kept up-to-date. The school has made good progress in developing and managing the provision for the Foundation Stage, although the accommodation and resources for outdoor play for the reception class are inadequate and unsatisfactory.
47. Monitoring of lessons by the headteacher has helped to improve teaching although more remains to be done particularly in Years 5 and 6 to ensure that pupils are given sufficient challenge. All staff have targets and the appraisal system works well. The staff have suitable job descriptions which are reviewed regularly and linked to performance management. This small staff work together well but the role of subject leaders is underdeveloped and insufficient time is given to monitoring how well the pupils make progress between classes and year groups and this results in some inconsistent gains in learning. Insufficient focus has been given to monitoring the pupils' learning and establishing supportive systems to guide the teachers in building upon what has already been taught. Qualifications of teaching staff are appropriate for the age of pupils and type of school

48. The school has made a good start in using data to set sufficiently challenging targets for performance in national tests. The school has used its analysis of national test results to identify underachievement in writing and mathematics. The headteacher keeps detailed records and tracks the progress of pupils through regular testing. However, this system is relatively new and has yet to impact sufficiently on setting demanding work particularly for the more able. The school keeps good computerised records of pupils' data and other administrative systems work well. The staff say that there is some administrative burden caused through requests for information from the local authority and government departments and that some of this information is duplicated. However, the school manages such requests competently.
49. The school has good plans for the future; they are detailed and well focused. The strategic plan includes costs, timescales and is prioritized suitably. The governors are involved in reviewing the plan and hold the school to account for its progress. The school's finances are in a healthy state with a surplus for contingencies. The governors have correctly identified the need to improve the accommodation and set aside funds appropriately. The school is aware of the need to obtain value for money in its purchasing of supplies and services and seeks tenders and advice before making significant purchases. This process worked well in buying the computer suite. The governors link finance to the school's plans and the decision to increase the number of support staff to help in literacy and numeracy lessons is beginning to have a positive impact.
50. The school secretary is effective and efficient and helps to ensure the smooth running of the school. She successfully completes a wide range of day-to-day routines to do with registration, admissions, supply staff and overseeing the school fund and petty cash. There is an adequate number of teachers and the recent increase in support staff is proving beneficial to the pupils' progress. The school's use of teachers' expertise in information and communication technology, music and physical education works well in the juniors. Staff working with children in the reception class have appropriate qualifications and experience, although there is insufficient support during the afternoon sessions the expertise of the teacher compensates for this. The school's training programme is linked to the development and all staff are willing participants in courses. However, they have had limited experience in leading subjects, although the school has identified this as a training priority. The process of supporting new staff and newly qualified teachers is good.
51. The accommodation is barely satisfactory; there is limited access for pupils with disabilities and some of the classrooms are small and unusual in shape. The lack of sinks and the use of the hall as a classroom place some restrictions on the curriculum but the staff work hard to make best use of the accommodation available. There is a small and attractive library and the pupils say that they enjoy using it. The school has a good computer suite and resources for the subjects are of good quality and sufficient in quantity. There is unsatisfactory accommodation and resources for outdoor play for reception children. The school makes good use of funds for designated purposes such

as literacy and has built up a good range of resources to support the teaching of pupils with special educational needs. The school makes good use of visits and visitors to enhance the curriculum.

52. In view of:

- the pupils' average attainment on admission;
 - the above average costs of educating the pupils;
 - the variable but broadly average standards achieved in most subjects;
- the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

53. In order to raise standards at the school and accelerate the rate of progress, particularly in Years 5 and 6, the headteacher, staff and governors should:

***Improve writing throughout the school by:**

- extending opportunities for the pupils to write more effectively, including opportunities for pupils to respond at length and in depth in accordance with their abilities;
- emphasising the relationship between the teaching of reading and writing;
- providing more opportunities for pupils to write detailed accounts in history and geography;
- providing in-service training for staff on how to judge what is appropriate for an individual pupil at a particular time.

(Paragraphs 1-5, 15, 19, 20, 22, 23, 27, 61, 70, 99 and 101)

***Improve standards and teaching in mathematics particularly in Years 5 and 6 by:**

- planning work which takes more account of previous learning and is sufficiently demanding;
- ensuring that the more able are challenged;
- providing more opportunities for pupils to apply their knowledge of number to solving complex problems;
- improving the pace of lessons and maximising opportunities for pupils to record their work.

(Paragraphs 1, 11, 15, 20, 71-79)

Improve teaching by:

- making more efficient use of time and increasing the pace of lessons;
- achieving a better balance between instruction and opportunities for pupils to work;
- having a consistent approach to marking which guides pupils effectively on how they might improve;
- providing more opportunities for pupils to work independently.

(Paragraphs 11,13,19, 21-24, 39-40, 67, 69, 73, 76, 86 and 99)

Increase the effectiveness of leadership and management by:

- extending the role of the headteacher and subject leaders in monitoring what the pupils achieve;
- *improving the use of assessment results, especially to ensure there is sufficient challenge for the more able;
- keeping a more rigorous check on the progress made by pupils in art and design and history.

(Paragraphs 47, 67, 69, 73, 79, 81, 91 and 99)

Other less important issues which the school should consider for inclusion in the action plan:

Extend opportunities for pupils to plan and carry out scientific investigations particularly in the infants. (Paragraphs 85-6)

*Improve resources and staffing levels for children in the reception class. (Paragraphs 50, 54,59)

Raise standards in history and geography in Years 5 and 6. (Paragraphs 96-102)

Improve the range of opportunities for imaginative work in art and design. (Paragraphs 87, 91)

Improve the quality of written reports to parents about their children's progress. (Paragraphs 42)

***Denotes that the school has already identified this issue in its improvement plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

29

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

22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	13	7	1	0	0
Percentage	3	24	45	24	3	0	0

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

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)	0	106
Number of full-time pupils known to be eligible for free school meals	0	8

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	21

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	11	11	13
Percentage of pupils at NC level 2 or above	School	85 (94)	85 (94)	100 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	12	12	13
Percentage of pupils at NC level 2 or above	School	92 (94)	92 (94)	100 (94)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	77 (67)	85 (56)	85 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	9	11	10
Percentage of pupils at NC level 4 or above	School	69 (78)	85 (78)	77 (78)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
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)	5
Number of pupils per qualified teacher	20.4
Average class size	20.4

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	68

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	240,383
Total expenditure	220,060
Expenditure per pupil	2,095
Balance brought forward from previous year	14,288
Balance carried forward to next year	34,612

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	102
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	33	3	0	0
My child is making good progress in school.	75	22	3	0	0
Behaviour in the school is good.	61	36	3	0	0
My child gets the right amount of work to do at home.	31	44	17	8	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	64	33	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	8	3	0	0
The school expects my child to work hard and achieve his or her best.	69	31	0	0	0
The school works closely with parents.	53	44	3	0	0
The school is well led and managed.	75	25	0	0	0
The school is helping my child become mature and responsible.	81	17	0	0	3
The school provides an interesting range of activities outside lessons.	44	22	19	6	8

Other issues raised by parents

Parents spoke highly of the work of the school and were pleased with the way in which their children were treated as individuals. There was some feeling that there is too much homework; sometimes the school expects children to do too much at the weekend and at short notice.

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

54. At the time of the inspection 14 children were in the reception class; they had been in school only since the start of the school year in September 2001. Parents are very pleased with the start made by their children in the reception class. The children, including those with special educational needs, make good and sometimes very good progress and by the time they start in Year 1 have attained the early learning goals in all areas of learning. They exceed the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Their creative and physical development is appropriate for their age. The teaching is very good and achieves an effective balance between adult directed and led activities and independent work. The school provides support for the teacher during the morning session and this works well but in the afternoon there is little additional help and this is unsatisfactory as it hampers opportunities for the children to take part in outdoor play. The school's facilities and arrangements for outdoor play are unsatisfactory as there is limited equipment and opportunity for the children to explore, climb and develop their physical skills through using challenging apparatus. The school has recognised this as an area for improvement. Since the previous inspection, the school has made good improvement to the teaching, provision and standards in the reception class. There is a well-planned curriculum, which makes good use of recent guidance on the Foundation Stage, and the staff plan work effectively taking into account the stepping-stones for learning.

Personal, social and emotional development

55. There is a strong emphasis on developing the children's personal, social and emotional development and the teaching of this aspect is very good. The children make a good start to school and soon adjust to the routines and organisation of the reception class. Even at this early stage in the term the children know the routines and what is expected of them. The successful induction process and daily contact the teacher has with parents helps to iron out any insecurities and difficulties. The children come into school ready and eager to work. They soon settle to tasks and respond enthusiastically to their teacher. There are good opportunities for individual learning provided through a well-balanced programme of work where children have opportunities to play and work together. The nursery nurse is very involved in this process and makes an effective contribution to developing the children's social and emotional skills through supportive questions and careful and sensitive guidance. The very good teaching results in the development of positive attitudes to work and helps the children to establish friendly and purposeful relationships with other children and adults. The children enjoy taking responsibility; one boy was really excited as he told the teacher whose turn it was next to take part in an activity. Although the children are still quite

young they are beginning to play with each other and to form friendships. The staff provide a good balance of opportunities for the children to join in and also to have time to sit quietly and watch others. The children show appreciation of one another's work and willingly take turns and share equipment. The staff are very involved in some of the activities and act as good role models and by entering into the activities stimulate positive attitudes and effective learning. The children, including those with special educational needs, are confident in approaching visitors and take a keen interest in what the visitors are doing. The emphasis on promoting positive attitudes results in the children becoming effective learners.

Communication, language and literacy

56. The teaching of communication, language and literacy is very good and there is a strong emphasis on developing the children's speaking and listening skills through a wide range of activities, story telling, role-play, writing activities and singing. The children, including those with special educational needs, make very good progress in communication, language and literacy and exceed the early learning goals by the time they leave the reception class. The staff take every opportunity to enhance the children's early reading and writing skills. They intervene well and make suggestions to challenge and interest the children. In story times the teacher makes very good use of her voice to express emotions in a story. In the story of Goldilocks the children were spellbound by the antics of the three bears and joined in with increasing confidence using repeated phrases and sounds effectively. The teacher encourages clear speech and careful listening by using praise and rewards. At this early stage in the year the children are beginning to take a keen interest in books and the use of a wide range of good quality materials enhances this interest and enthusiasm. The children already recognise that print and pictures convey meaning and some are beginning to recognise a few letters and their names. The children benefit from a systematic approach to teaching reading which includes learning about the sounds of letters and opportunities to listen to a wide variety of stories and poems. There are good opportunities to learn rhymes and join in games and these techniques help to move learning along at a good pace. The teaching of writing is also very good. The children experiment with a wide range of materials and tools for writing and some are beginning to hold pencils correctly and to form recognisable shapes and letters. They learn at a brisk pace spurred on by encouraging and suitably demanding tasks.

Mathematical development

57. The teaching of this area of learning is very good and the children make rapid gains in their understanding of number, shape and counting. The staff provide a wide variety of practical activities for the children and their involvement in them ensures that all opportunities to learn are taken. Most children are on target to exceed the early learning goals in mathematics by the time they leave the reception class. The children are already beginning to recognise some numbers and to count. They have learned some number

rhymes and enjoy saying them. Analysis of the previous year's work shows that the children become competent in recognising numbers to 10 and beyond and that many correctly count beyond 20 in the correct order. A few, more able children are beginning to add and subtract simple numbers. The children enjoy making shapes of their own using playdough. The teacher skilfully linked this to the story of Goldilocks and asked the children to make shapes in a variety of sizes. The children remained absorbed on task and carefully rolled and cut shapes using mathematical vocabulary such as longer, shorter and middle sized to describe their shapes. They matched the length of their objects to the size of the three bears. The children sustain concentration well and stick to tasks; they are enthusiastic learners and love practical work. The staff encourage the children to use mathematical vocabulary and make this aspect of learning fun by linking it to rhymes and stories. The children work in a calm and purposeful way because their learning is well organised. Activities are planned according to the requirements of the stepping-stones of the early learning goals.

Knowledge and understanding of the world

58. The teaching of this area of learning is very good and the children make very good progress as the staff provide a wide variety of activities. By the end of the reception year the children exceed the early learning goals in knowledge and understanding of the world. The children enjoy the activities provided and sustain concentration very well. They make good gains in their basic scientific knowledge by playing with sand and water and using a variety of equipment to pour, measure and make. They use construction toys effectively and also begin to plan designs. They follow instructions for their models and produce accurate representations of playground equipment. The children have a good knowledge of life and living things and study with interest the life cycle of frogs, grow plants from seed and carefully record their observations in pictures. They correctly name the main parts of plants and the staff draw their attention well to labels and diagrams that explain growth. The more able write about their experiments. The children have a good knowledge of the area in which they live and recognise important landmarks in the village, talk about their journey to school and draw simple plans and maps. In their history lessons they study famous people and the teacher introduces them to famous people from a variety of cultural backgrounds and this enhances the children's appreciation of a variety of faiths and cultures. The staff make good use of the seasons and festivals of the year to broaden the children's knowledge, and the links with a school in China contribute much to their understanding of the wider world. The children have appropriate skills in using computers. They know how to load a program and recognise that their commands influence what happens on screen. They write their own names and include capital letters appropriately. They also use the mouse well to drag and drop pictures into place. The children work well independently and select their own resources. They also produce recognisable models using construction toys.

Physical development

59. By the end of the reception year the children attain the early learning goals in their physical development. Progress is good although aspects of physical development are restricted by lack of space and equipment. The teaching is good. The children enjoy physical activity but some seem a little lost when playing in the playground with the older infant pupils. They have an appropriate awareness of space and when moving around the building and avoid collisions when moving around the classroom. They enjoy exercise and know that when they move quickly for a long time they become breathless. They know that it is important to eat healthily and to take exercise. The staff develop other physical skills such as using a variety of tools and equipment and holding pencils correctly.

Creative development

60. The children make good progress in their creative development and by the time they leave the reception attain the early learning goals in this area of learning. The teaching is good but limited resources such as home corner equipment limit the opportunities for role-play and drama. The staff plan well and involve the children in a wide range of practical tasks including painting, printing and making pictures using fabrics. The children join in with a great deal of enthusiasm; they were fascinated coming in after break to see the teacher mixing paint and bubbled over with questions. They were keen to experiment with the paint and enjoyed using brushes, fingers and other implements to create a variety of effects. They experiment with paint and produce recognisable pictures of themselves, paying good attention to detail and including eyebrows and lashes. This work shows good improvement during the year, as the children are encouraged to observe carefully and copy what they see. The children competently use rollers and sponges for printing and make good repeating patterns of shapes. The staff provide good opportunities for the children to learn about music. The children know a wide range of songs and rhymes and sing with much enthusiasm. These opportunities also strengthen the children's awareness of language and the teacher uses them well to extend the children's vocabulary.

ENGLISH

61. Preliminary results of national tests in 2001 show standards in English at the end of Year 6 were below average. At the end of Year 2 pupils attained standards which were in line with the national average. Inspection evidence shows that standards in English in Years 2 and 6 are average overall but that writing is below average at the end of the juniors. In most aspects the pupils achieve at sufficiently high levels but the application of writing skills is a weakness.
- Standards have improved since the last inspection.
 - Throughout the school pupils speaking and listening skills are above average and the pupils make good progress.

- Reading at the end of Years 2 is above average and the pupils make good progress.
 - Writing at end of Year 2 is average but below average at the end of Year 6.
 - Progress in writing in Years 5 and 6 is unsatisfactory.
 - Pupils with special educational needs make good progress.
 - Teaching was mostly good in the lessons seen in the juniors but analysis of work shows that there is insufficient challenge in some aspects of the teaching of writing.
 - Teaching in the infants is very good and sometimes excellent.
62. In comparison with similar schools, the preliminary results of 2001 national tests show standards in English to be well below average at the end of Year 6. No pupils attained the higher level 5. Preliminary results for reading at the end of Year 2 in comparison with similar schools match the average score for these schools. In writing the results were below average. There was overall improvement in reading and writing but no pupils attained the higher level 3 in writing. Caution in comparisons of test results is necessary in small schools where small pupil numbers, and variation in the make up of groups eligible for national tests, affects the analysis of test results. Inspection evidence indicates that pupils' work matches expectations for their age and is good in some areas, particularly in Years 1 and 2. The progress of pupils in the school is satisfactory overall. Progress in Years 1 and 2 is good. Pupils in the juniors, particularly in Years 5 and 6 make insufficient progress in writing, extended writing is restricted and higher attaining pupils are insufficiently challenged. The differences between national test results in 2001 and inspection evidence are due to the variation often found in small cohorts; in 2001 a third of the pupils had special educational needs.
63. Standards in speaking and listening are above average at the end of Years 2 and 6. Pupils listen to teachers attentively in lessons and to each other in group activities where there are good opportunities for discussion. Pupils' good behaviour encourages good listening skills and enables them to listen carefully to stories and letter sounds. This makes a positive contribution to their progress in reading and spelling. In assemblies pupils listen well, join in appropriately and make a good contribution, speaking articulately to a large audience. The school provides a good range of opportunities for pupils to participate in dramatic and musical performances and on these occasions they develop further clarity and projection of speaking and singing. Pupils make visits outside the school, for example, the whole school went to a science and technology exhibition and lectures at the University of Derby. A wide range of visitors to the school involves pupils in conversation and they become confident speakers with a good awareness of the more formal language required when speaking to strangers.
64. Pupils' progress in reading in the infants is good and standards have risen this year. There is a significantly greater number of pupils attaining the higher level 3 than in previous years. Pupils are confident readers and enjoy books.

They learn words and spellings at the appropriate level and apply them to books selected to match their level of attainment. They make good progress in using clues in their reading; they recognise that pictures and the content of the story give clues to text. They use their knowledge of letter sounds to build words effectively. Good teaching emphasises these clues in class and group reading in addition to individual teaching. The National Literacy Strategy has been implemented successfully and this is having a beneficial effect on standards. Pupils have satisfactory library skills, express preferences for reading books and enjoy finding information from non-fiction books. By the end of Year 6 standards of attainment in reading in the preliminary results of the national tests are below average, and well below average when measured against similar schools. Inspection evidence shows that current Year 6 pupils are, overall, attaining an average level in reading. There is however, in the juniors, insufficient structure in planning to meet the learning needs of individual pupils.

65. Skills learned during the literacy hour are not matched to individual needs and appropriately reinforced through individual, group or shared reading. Home reading records do not contain teachers' comment that would inform parents of ways in which their children can improve their reading. Pupils in Years 5 and 6 enjoy class and group reading because the teacher is enthusiastic and engages them in valuable analysis of the text. The writing style of books is emphasised appropriately and linked well to suggestions for pupils' own writing. Pupils with special educational needs make good progress because their work is planned to targets in individual education plans. The number and quality of fiction and non-fiction books in the school and class libraries are satisfactory. There is a good supply of structured reading books and books to support teaching in the literacy hour. Pupils have satisfactory library skills and a good understanding of the Dewey cataloguing system. They benefit from opportunities for changing books in the library but there are too few opportunities for independent study.
66. Attainment in writing for seven-year-olds is in line with that expected nationally. Handwriting is formed appropriately and is clear and legible. Pupils write confidently, understanding the link between reading and writing through regular opportunities to read and discuss their work with the teacher. Pupils make good use of their language skills to make their work fluent and interesting. Teaching is very good and pupils are confident, writing for a range of purposes they extend sentences, showing awareness of writing forms, narrative, question and answer, poetry and story planning. Higher attainers punctuate their work appropriately and show an awareness of the readers' interest through their careful use of adjectives. Spelling shows care, learned words are generally spelled correctly and pupils combine letter sounds and learned spelling rules to words that have featured in spelling homework. At age eleven writing is below average. The development of writing outside the literacy hour is insufficiently structured to have much impact on the improvement of writing skills. Pupils use an appropriate sentence structure and have a sufficiently extensive vocabulary to make their writing interesting and exciting. Dictionaries and thesaurus are used

insufficiently to extend knowledge and understanding of use of varied vocabulary in writing. Pupils write for a range of purposes. Discussion with pupils showed a good understanding of the conventions required for writing letter, reports, instructions, poetry and narrative.

67. Pupils in Years 5 and 6 frequently work in jotters and have little pride in the work that they produce in this format. Pupils write narrative on A4 paper instead of exercise books and this restricts the length and depth of writing and gives the teacher less opportunity to assess progress across a term's work. There are insufficient links with other subjects. For example, pupils do not have opportunities to describe events and re-tell stories in history. Pupils re-draft work in jotters but there are insufficient opportunities for teachers and pupils to analyse their work effectively. Marking of pupils' work is ineffective in showing pupils how to improve. Assessments are not used sufficiently to plan work to match the learning needs of individuals or groups of pupils. More able pupils are insufficiently challenged. Additional literacy and "booster" classes give good support in the learning of reading and writing skills.
68. Pupils' behaviour and attitudes to work are good. Relationships between teachers and pupils are good, nearly always positive and there is a mutual respect between all pupils and members of staff. There is a clear code of behaviour that is consistently applied throughout the school. Pupils appreciate the reward system and pay good attention to school and class rules.
69. The quality of teaching ranged from satisfactory to excellent and was good overall. However, in Years 5 and 6 there are some unsatisfactory elements to the teaching. There is insufficient use of assessment to plan lessons which challenge each ability group, particularly the more able and this weakness was present at the time of the previous inspection. The same work sheet is sometimes used for a whole class, regardless of pupils' prior attainment. Planning for pupils with special needs is good because the work is linked to targets on individual education plans. Lessons are planned to literacy hour guidelines and objectives are clear and shared with the pupils during the lesson introduction. Where teaching is good, the teacher uses clear and interesting examples, group work is closely related to whole class teaching and pupils have good opportunities to contribute to the lesson. Teaching is less effective where instructions are not given clearly, work is not matched to learning needs or the behaviour of a few pupils disturbs the group. The quality of marking is unsatisfactory. It is inconsistent, does not regularly contain useful comment and does not inform pupils of ways to improve their work. This adversely affects learning and as a result the older pupils do not complete sufficient work.
70. The National Literacy Strategy has been successfully implemented but the school's approach to the teaching of writing is inconsistent and at Years 5 and 6 unsatisfactory. The planned procedures for assessing reading and writing are satisfactory, overall, but insufficient use is made of the information in planning for the learning needs of groups and individuals. Lesson planning

and teaching is monitored regularly but there is insufficient check made on the pupils' progress.

MATHEMATICS

71. Overall standards in mathematics are not high enough by the end of Year 6. The school has maintained standards at average levels since the previous inspection in the national tests at the end of Year 2 but insufficient headway has been made in raising the proportion of pupils achieving the higher level 3. Standards at the end of Year 6 have fluctuated since the previous inspection but have generally been below average. In 2001 they fell to well below average and when compared with similar schools were among the lowest five percent. Inspection evidence shows that in the 2002 national tests standards are likely to be average at the end of the infants but below average at the end of the juniors. This improvement is due to additional support in mathematics' lessons, more focused teaching, a lower proportion of pupils with special educational needs and sharper target setting.
72. Strengths in mathematics include:
- attaining above average levels in number at the end of the infants and juniors due to regular practice, effective teaching and opportunities to learn number facts at home;
 - attaining average levels in data handling; pupils are competent in making and interpreting graphs and know about probability;
 - using mathematics in subjects such as design and technology and information and communication technology.
73. Areas for improvement include:
- raising standards, which are below average, in using and applying pupils' knowledge of number to solving problems;
 - improving pupils' below average knowledge of shape, space and measures;
 - improving teaching by providing sufficiently challenging work for the more able and increased opportunities for pupils to use their initiative and work independently;
 - using assessment more effectively to plan work and marking more rigorously to guide pupils on how to improve.
74. The school has successfully introduced the National Numeracy Strategy and this is having a beneficial impact on pupils' attainment in number but has as yet to make a significant impact on providing pupils with confidence in solving problems. This is partly due to the insufficiently high expectations of the pupils and too much emphasis on repeating work that pupils have already understood. Too little account is taken of previous learning in setting tasks. However, this is not the case with pupils who have special educational needs. Teachers plan work well for these pupils and classroom assistants provide good support so that the pupils make good gains in their learning.
75. Recent improvements in mathematics have included the analysis of data to track how well pupils are making progress. This is beginning to have a

positive effect and has resulted in the school raising its targets for performance in national tests in 2001. The school is on course to achieve the targets in this year's tests and to increase the proportion of pupils attaining the higher levels but more remains to be done, particularly in Years 5 and 6. There are only minor variations in the performance of boys and girls and the small number of pupils taking the tests makes any meaningful comparison invalid. However, given the pupils' average attainment on admission, standards are not high enough at the end of Year 6. Recent changes in the approach to teaching in the infants have led to some improvement overall in standards in the tests in 2001 and, given anticipated further improvement, standards are high enough by the end of Year 2.

76. Overall progress in mathematics is satisfactory but too variable in Years 5 and 6 because of flaws in the teaching. Pupils with special educational needs make good progress as their work is matched to the targets in their individual education plans and they receive additional support. Most of the lessons seen were good although teaching in Years 5 and 6 was satisfactory. Analysis of pupils' work showed some unsatisfactory teaching of the oldest pupils and expectations that are too low, given the pupils' prior attainment. Marking was insufficiently focused on improvement and little guidance was given to the pupils. Pupils of different abilities often completed similar tasks and the pupils did not complete a sufficient quantity of work. As a result, the more able often completed tasks that lacked stimulation and sometimes involved repeating simple number patterns or completing pages of sums, only confirming what the pupils already knew.
77. In the good lessons, the teachers planned thoroughly and achieved a good balance between instruction and opportunities for the pupils to practise what had been taught. This worked well in a Year 3 lesson where pupils investigated shapes and began to link the relationship between the number of sides and corners. In a Year 2 lesson the pupils were taught how to add on from a larger number and through a game in which they investigated the value of letters learned to add several numbers together. The pupils work hard and productively when lessons are brought to life through practical activities and learning proceeds at a good pace. Most lessons begin with opportunities to learn number facts and in all lessons seen this part of the lesson was successful. In Years 5 and 6 the teachers asked well focused and challenging questions and pupils competed keenly to be the first to answer. However, the momentum in the lessons is sometimes lost as pupils start group work. This is due partly to overlong explanations and the pupils' lack of confidence in following instructions. The lessons end with a suitable recap of what has been achieved. However, some lessons go on too long and the pupils become restless towards the end.
78. In most lessons, the teachers make good use of apparatus to support learning. The pupils take care of equipment and willingly share it with their peers. The school uses a published scheme to support the teaching of mathematics and the pupils enjoy using it. However, sometimes the examples are too easy and the steps too small so that some pupils become bored and

loose concentration. A strength in the teaching is the emphasis given to extending pupils' mathematical vocabulary and teachers work hard to encourage its correct use. In some classrooms, lists of mathematical words are used to encourage pupils to help the pupils' understanding. Most classes have sufficient homework although some parents would like a more consistent approach. The pupils say that they enjoy homework.

79. The subject leader has a good understanding of the need to raise standards and the headteacher has monitored lessons. However, more needs to be done to check that pupils are working hard enough and that teachers expect enough of them. The governors have also taken an interest in mathematics teaching and are aware of the shortcomings in pupils' performance. They have approved additional spending on support staff to improve the situation and this is beginning to have an impact on standards. There are useful procedures for assessment but the detailed tracking of pupils' performance has yet to impact significantly on the teaching.

SCIENCE

80. Since the previous inspection, results in national assessments and tests for pupils in Years 2 and 6 have remained at the national average. When results are compared with similar schools they are also average. Good improvement has been made since the previous inspection in the number of pupils in Year 6 whose attainment is above the national average. Preliminary information based on 2001 results shows the trend of improvement continuing. Inspection evidence shows that standards are average by the end of Years 2 and 6. Progress for all pupils, including those with special educational needs, is satisfactory.
81. Over the last four years every pupil in Year 2 has achieved the national average in all aspects of science, but no one has ever achieved the higher level. Compared with similar schools, this is well below the national average. The school has been slow to seek reasons why this situation exists and to have a plan of action to improve the situation. There are no samples of work to guide teachers on assessing the performance of pupils and this aspect of assessment is weak.
82. The school's results over the last four years follow the pattern of the national trend of improvement. The reasons for these improvements are:
- the adoption of a scheme of work, which shows teachers what they have to teach;
 - improvements in the use and knowledge of scientific terms and vocabulary;
 - increased use of numeracy skills, such as graphs and tables to record data;
 - improvements in the effectiveness of teaching since the previous inspection.

83. Pupils in Years 3 to 6 have an increasing number of opportunities to carry out investigations. They understand the terms 'prediction' and 'fair test' and handle equipment carefully. Their work is written up in a consistent way but standards of presentation are not as good as they should be. Pupils are given good opportunities to discuss their work but in lessons there is often too little time for pupils to record their observations in sufficient detail and this hampers their understanding. Where teaching is good, the pupils have challenging questions to answer but there are occasions when expectations are too low and pupils complete simple exercises or fill in blank spaces on worksheets. Opportunities to research their own investigations are too infrequent. Evidence in pupils' past work shows that information is researched from CD-ROMs but this is not a consistent feature of their work.
84. Pupils' behaviour in lessons is generally good. Although they work hard, pupils' attitudes lack the keenness or enthusiasm to take the initiative because they are accustomed to being told what to do. Lesson planning does not take sufficient account of the ability and previous experience pupils bring to their lessons. In most lessons, teachers' expectations are not sufficiently high to encourage pupils to produce more and better work. For example, the work with ice cubes in Year 6 is at a level for younger pupils. There are good examples in workbooks of science themes relating to everyday life. One interesting environmental activity by Year 6 on recycling household rubbish was written up as a classification diagram, a challenging activity. Equally effective is work on endangered species by Year 3. The reasons why some animals are in danger are clearly expressed. There is a good quantity and quality of work in Year 4, who are building a good general knowledge base and a variety of methods for recording data.
85. Years 1 and 2 have a range of activities from all aspects of science, but investigation is weak and is one reason why pupils do not achieve the higher levels in teacher assessments at the end of Year 2. Pupils are not taught scientific vocabulary to sufficient depth. Some pupils understand the different properties of materials and describe them in appropriate terms such as 'hard', 'soft' or 'bendy' and can identify a range of man-made and natural objects correctly. Pupils' progress is mostly satisfactory. They move confidently from work directed by the teacher to writing their own work, as their competence in writing and general vocabulary improves.
86. Teaching has improved since the previous inspection as a result of monitoring by senior management. Overall, the quality of teaching is satisfactory, although during the inspection most of the lessons seen were good. This variation is largely to do with the lack of in-depth opportunities provided for pupils to investigate. Teachers know what they have to teach and have good quality resources to use in their lessons. However, there is no target setting to promote higher attainment in Year 2 and some of the expectations in Year 6 are too low. Pupils do not have much information with which to judge their performance or how they might improve, as the marking is infrequent and inconsistent. The role of the subject leader is being

developed but as yet there is insufficient monitoring of pupils' performance to ensure a consistently challenge approach throughout the school.

ART AND DESIGN

87. Pupils' attainment in art and design is at the level expected for pupils aged seven and eleven but there are limited opportunities for junior aged pupils to work with a wide range of materials and media. Progress for all pupils, including those with special needs, is satisfactory in painting and basic artwork but opportunities to develop creativity and explore techniques are limited. Standards are at a similar level to those at the time of the previous inspection. Due to timetable arrangements few lessons were seen during the inspection. Evidence has been gathered by talking to pupils, examining pupils' work and photographic evidence and talking to teachers.
88. Infant pupils recognise and name primary and most secondary colours. They have the appropriate skills needed to use a paintbrush to a desired effect. They mix colours achieving a satisfactory balance to create a secondary colour. They effectively create portraits, drawing, sketching and painting, picking out features of faces and hairstyles. Pupils make good development in assessing materials for creating line and tone, experimenting with pastels, charcoal, pencils and wax crayons. Skills of observation are developed through the drawing and painting of, for example, fruit, vegetables and musical instruments. Pupils have a link with a Chinese school and have suitable opportunities to compare Chinese art with examples of European art. They use a variety of colour mixes to create attractive block print patterns. Overall however, pupils have insufficient opportunities for creative, imaginative art.
89. Year 3 pupils paint easily recognisable animals, insects and reptiles to create a backdrop for a rainforest drama production. The finished product is colourful and exciting, showing good use of a variety of thickness of paintbrushes to achieve intricate patterns on butterflies and snakes. Pupils enjoyed very good and varied experiences of art from different cultures during a school Arts' Festival and these make a very good contribution to the development of pupils' knowledge and understanding of art skills and techniques. They made ceramic tiles with a variety of designs and colours and made an attractive wall hanging. They experimented with American rug pegging and Year 5 and 6 pupils made a symbolic tree by painting mini-beasts on wooden tiles specially carved to shape by a talented wood carver. Pupils at the end of the juniors experiment with tie and dye, exploring the properties of dyes. There is, however, insufficient evidence of the systematic development of art skills and there is insufficient improvement between sketching observed at Year 2 and sketching techniques observed at Year 5. Pupils in the juniors, as in the infants, are given insufficient opportunity to use their imagination and many pupils are insufficiently challenged by the closely structured work they are given.
90. In lessons seen the attitudes and behaviour of the pupils varied from satisfactory to unsatisfactory. Pupils handle materials carefully and take care

to listen to instructions. They discuss their work and generally share equipment readily. In Years 1 and 2 pupils are interested in the experiments with different tools and enthused by the teacher's vocabulary, wibbly wobbly lines, and discussions that challenge their imagination as they explore light and shade. In Years 5 and 6 a minority of pupils are disinterested and disruptive, making little effort to respond to suggested sketching techniques.

91. In the lessons seen during the inspection the quality of teaching and learning ranged from satisfactory to unsatisfactory. Lesson planning is satisfactory and includes lesson objectives that ensure that pupils clearly understand what is expected of them. Art is, however, not used imaginatively. Works of famous artists are not represented around the school and art is not regularly linked to other subjects such as history or English. Teachers' subject knowledge is satisfactory. However, teaching lacks sufficient specialist knowledge to teach more complex art techniques and to challenge pupils to work independently and imaginatively to a level of personal excellence. Teachers provide suitable opportunities for pupils to discuss their own and others' work and pupils respond well. The school is following an appropriate scheme of work based on National Curriculum programmes of study. There is insufficient monitoring of standards of teaching and learning. Suitable assessment procedures are not in place for art and portfolios of work have not been developed. There has been a lack of training for teachers to ensure consistency in developing skills, knowledge and understanding throughout the school.

DESIGN AND TECHNOLOGY

92. By the end of Years 2 and 6 the pupils achieve standards that are in line with those expected for seven and eleven-year-olds. Infants and juniors, including pupils with special educational needs, make consistent and good progress in design and technology. Standards and the quality of teaching have been maintained since the previous inspection. The school uses national guidelines for the subject and the subject leader keeps a check on the topics covered to ensure that skills are developed appropriately in each class. In-service training and guidance as well as a suitable range of good quality resources contribute effectively to the development of pupils' skills in designing and making. There is also good emphasis given to encouraging pupils to evaluate and refine their work. A portfolio of pupils' work is regularly updated and this guides staff on what has been taught earlier in the school so that they can plan appropriate topics.
93. No lessons in design and technology were seen during the inspection due to the school's timetable arrangements but the emphasis given to planning, refining and making using a variety of materials and techniques indicates that the teaching and learning are good. The teachers have a secure understanding of the subject and the pupils benefit from this expertise and respond by producing well thought out models and carefully drawn plans. Pupils in Years 1 and 2 carefully plan their work and take into account the use to which their design will be put. They add labels and diagrams to their

plans and include labels and instructions that are easy to follow. This helps to bring success in their designs of playground equipment. The teachers introduce new techniques and tools so that the pupils build up a suitable understanding of how to construct models and make them robust. They add further challenge by encouraging the pupils to design and make a swing for a little person. This activity captured the pupils' imagination and successfully introduced them to axles, balance and making joints. It also extended their previous work using construction toys.

94. These principles and good practice are continued in Years 3 to 6. The teachers stress the importance of being critical and careful in measuring accurately and shaping materials to make the final product look good. These principles are applied well in food technology where pupils make a variety of dishes and combine imaginative recipes with topics such as healthy eating. Teachers also place much emphasis on guiding the pupils on how to improve their work through critical appraisal and helpful suggestions. From the infants the pupils understand the importance of making models that work and are robust enough to withstand frequent use. The work in design and technology is linked satisfactorily to literacy as pupils make lists and present their plans in a variety of forms. Numeracy skills are put to good use as the pupils accurately measure and cut materials, estimate the amounts needed. However, information and communication technology is rarely used to support the teaching of the subject.
95. Junior pupils are set suitably demanding tasks and they rise to the challenge. They are good at planning their work and discussions with them and analysis of their work showed that they have much enthusiasm for the subject. They take care when using tools and equipment and also plan their approach so that little time and material is wasted. There are suitable opportunities to work collaboratively and pupils said how much they enjoyed working together. The teachers mark the pupils' work constructively and guide them successfully on how they might improve. This results in well-made and finished products such as moving toys and monsters. There are good examples of wheeled vehicles with axles and smooth running wheels. The teachers have a good awareness of health and safety and when the pupils are using tools they insist on care and safety. The work in design and technology contributes positively to pupils' social development.

GEOGRAPHY

96. Since the previous inspection there has been an improvement in attainment by the infants but by the end of Year 6 attainment is below what is expected for their age and this is not as good as reported at the time of the previous inspection. This is primarily because there is insufficient work covered and pupils' written work lacks appropriate depth and analysis. Their level of general knowledge and geographical skills in mapping is insufficient preparation for the next phase of their education. There is some very good work in Years 1 and 2, where pupils have access to a range of experiences

and good work in Years 3 and 4, which challenges some misconceptions about regions beyond Europe.

97. There are low expectations of pupils in Years 5 and 6 and this indicates that the teaching is unsatisfactory, particularly due to the low-level tasks that are given to the pupils. The level of map work, map keys and co-ordinates is for much younger pupils. Their work on the development of Skegness makes factual statements that are accurate but contains little analysis or reasoning to challenge pupils of their age. In Years 3 and 4 there is some very good teaching which challenges pupils to think about the vocabulary of the subject. The pupils are expected to apply their knowledge to making decisions and the teacher inspires confidence and enthusiasm for the subject. Consequently, the pupils make very good progress in their understanding of an East African country. By grouping the class to look at different aspects of Kenyan economic activity, pupils successfully compare the rural regions with the modern city developments of Nairobi.
98. There is good teaching in Years 1 and 2. Pupils learn effectively and make good progress in their studies of Fritchley. They also have a good knowledge of regions far away from the United Kingdom. Expectations are high and there are good links made with literacy as pupils are required to write extended passages about their work. Consequently, attainment by most pupils is above the expectation for their age. In their village studies they take surveys of traffic, using their mathematical skills, such as tallying, to record their observations accurately. Teachers develop decision-making skills very well by discussing a local traffic issue and asking pupils how the situation could be improved. Pupils' knowledge of other parts of the world is extended very well through learning to understand why some animals can survive in cold climates, while others would perish.
99. Teaching is mostly good but evidence from pupils' work shows it is unsatisfactory and lacking in challenge in Years 5 and 6. Skills learned earlier are not extended and much of the work with older pupils is at a low level. This is partly due to lack of monitoring and assessment of pupils' prior experiences. Interesting lesson introductions are a feature of the good lessons in Years 1 to 4. The teachers explain lesson objectives clearly and pupils are left in no doubt about what is expected of them. The pupils respond well to these instructions and work hard producing good quantities of work of a good standard. However, there is a weakness in marking, which takes place infrequently and does not give pupils an indication of how they are progressing or what they have to do to improve. The use of computers to look for information has improved since the previous inspection. However, it is not having a major impact on the quality of research work because older pupils are not being taught how to analyse information.

HISTORY

100. Since the previous inspection, attainment in history by the end of Year 6 has not been maintained and standards are below those expected of eleven-year-olds. Pupils' work lacks depth. All abilities do similar work and the exercises

are repetitive, demanding very little analysis and interpretation. As a result, higher attaining pupils are not achieving the levels of written work and interpretation skills expected for their age. At the end of Year 2 attainment is at a level expected for their age. Pupils are secure with the skills needed to understand events before living memory. They make good progress in activities where they have to make decisions, such as choosing a site for a castle. Reasons given for their choice show they understand the meaning of 'source' and 'visibility' in the context of building castles.

101. Very little direct teaching of history was seen during the inspection, due to the school's timetable. Judgements on teaching are based on discussion with pupils and analysis of their work. Overall the teaching is satisfactory and good in the infants but there are weaknesses in the juniors where it is unsatisfactory overall. There are good examples of teachers planning work that involves literacy and number skills but this is not fully exploited with the juniors. Older pupils do not have regular opportunities to describe events or to re-tell stories. Inspection evidence from Years 1 and 2 shows good teaching that motivates pupils to participate in lessons enthusiastically. Consequently, they make good progress. A recently introduced evaluation activity asks the infants class what they knew before the lesson and what they think they have learned. As well as developing independence, it proved to be an effective method for teachers to assess pupils' progress.
102. Resources for history are good. Pupils use good quality books and photographs, for comparing past and present aspects of their village buildings and means of transport. There is evidence in pupils' work that the school is making more use of information and communication technology in this subject as a response to comments in the previous report. This initiative is not yet having a significant impact as a source of information or presentation of pupils' writing.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

103. By the end of Years 2 and 6 the pupils achieve standards in line with those expected for seven and eleven-year-olds in ICT. Pupils in the infants and juniors, including those with special educational needs, make good progress in using computers and this represents an improvement since the previous inspection. Standards have also improved due to the introduction of a computer suite, the use of the subject leader's expertise to teach all junior classes and the increased opportunities to use computers in other subjects. The good resources, combined with the successful implementation of national guidelines and extensive training for the teachers are contributing much to the good progress made by the pupils. However, there remain gaps in pupils' knowledge and limited opportunities and resources hamper their understanding of control technology. This weakness was reported at the time of the previous inspection.
104. Pupils in Years 1 and 2 make good progress and thoroughly enjoying using computers. Standards are average and this is the result of good teaching, a successful emphasis on developing the pupils' skills and knowledge and

opportunities to use computers in other subjects. The pupils use the word processor well; they change fonts, colour and size and are competent in recognising and using several of the computer's tools. They know how to save and print their work. The teachers emphasise how useful computers are in the world today and the pupils talk about the difference between manual and electronic methods of presenting information. They use several programs confidently and are able to combine text and graphics using skills such as drag and drop. They draw and paint using the computer and know that they can access information from the Internet. The teachers match work well to the needs and abilities of the children and provide good opportunities for them to learn. Teaching is effective because of clear explanations and good opportunities for the pupils to experiment. The pupils respond enthusiastically and there is a buzz of interest as they go to the computer suite. They soon settle to work and maintain concentration well. The teachers offer good guidance and set appropriate challenges which move learning on at a good pace.

105. Standards by the end of the juniors are average and are improving rapidly. Most of the lessons in the computer suite are taught by the subject leader and this use of expertise helps to move learning along quickly. It also ensures that skills are developed consistently. The school makes good use of national guidelines for ICT but does not keep detailed records of achievement and this is an area for improvement. Teachers have grown in confidence through training and opportunities to use high quality equipment. Computers are used to support learning in a few lessons in the classrooms but staff sometimes miss opportunities to extend learning in subjects such as history and geography by using the computers research facilities. Nonetheless, the pupils confidently access the Internet and use electronic mail to communicate. This contributes appropriately to their literacy skills. However, little work is done to extend the more able in mathematics by using computers. Some aspects of mathematics are developed well such as data handling and graphs and the pupils enjoy this aspect of their work. The pupils are keen computer users and recognise how they can be used to good effect to save time in writing and analysing data. The pupils set up a database and use the information well in mathematics. They produce a variety of graphs and charts and have a good understanding of spreadsheets. The pupils know how to load, save and print their work.
106. Teaching and learning are good. The pupils enjoy using ICT and apply themselves well. They concentrate hard and co-operate in solving problems. Pupils behave well in lessons. The teachers intervene well to move learning on through the use of well-focused questions and by introducing alternative ways of carrying out tasks. They plan lessons well and take account of the needs of pupils' of different abilities. The support staff are often involve din helping those with special educational needs. However, the school does not have a sufficiently detailed system of assessing pupils' work and using the information to plan the next stage in developing and using skills.

MUSIC

107. At the time of the previous inspection standards were in line with national expectations. In the few lessons seen, listening to singing and the use of percussion instruments in Year 1 and 2, standards have been sustained. Overall, standards are in line with those expected for pupils aged seven and eleven. In the infant classes pupils join in singing enthusiastically and tunefully. They put actions to some songs and enjoy singing in assemblies that are very enjoyable experiences and supportive of enjoyment through music. Pupils enjoy playing untuned percussion instruments. They know the names of instruments and the sounds they make, matching them skilfully to words and expression in reading.
108. In Years 1 and 2, music is used, very effectively, to clarify descriptive words when developing speaking skills. Pupils know the names of untuned percussion instruments and use them effectively to make the desired sounds for descriptive vocabulary, for example, the rainstick for running water. They effectively create the rhythm for a poem when reciting "Pow Wow Drums". In Year 3 pupils continue to improve. They know and understand rhythm and pulse and make comparisons of pulse and tune, working together with the teacher to combine tuneful singing to a background rhythm. They recognise a link between notation and singing. They listen to music and recognise from "Baby Elephant Walk" that animals can be represented in music. Pupils compose and perform music to represent their chosen animal and make good gains in learning. Year 4 and Year 5 pupils can repeat random rhythms well. They are familiar with a pentatonic scale and enjoy singing a popular song to demonstrate the names of notes. Progress in the lesson is hampered by inappropriate behaviour by some pupils. Pupils can play pentatonic scales on tuned percussion instruments with skill and enjoyment.
109. Progress in music is satisfactory overall and good in some year groups. Where it is less satisfactory, in Year 4, pupils are unsettled and inattentive, they lack self-discipline and are unwilling to co-operate, despite a well-planned, highly motivating lesson. Where attitudes are best, in Years 1, 2 and 3 the pupils concentrate well, participate in activities and take pride in their work. They enjoy making music together and their behaviour is good.
110. Teaching is good in the infants. It is used imaginatively to extend learning in other areas of the curriculum, for example, English where pupils' speaking and listening skills are improved through listening to music and extending interesting vocabulary by introducing matching musical accompaniment to descriptive words. Teaching in the juniors is by a specialist music teacher who has a good knowledge and understanding of the subject. Lessons are planned to the right amount of challenge through a good knowledge of pupils' prior attainment. The resources are good and pupils are involved in making choices of instruments, compositions and working partners. The teacher is enthusiastic and relays this to pupils. Most pupils are anxious to learn, proud of their accomplishments and value the work of other pupils. A minority find the freedom of choice and the excitement of handling instruments difficult and respond with unacceptable behaviour. More guidance, through effective monitoring, is needed to devise strategies for dealing with difficult behaviours

in this context. The music curriculum is extended through singing opportunities in the school choir and through opportunities for additional music lessons with a visiting music teacher, learning to play the trumpet, trombone and keyboard. School concerts and the Christmas and Easter celebrations provide opportunities for pupils to perform successfully for a larger audience.

PHYSICAL EDUCATION

111. Pupils in Years 3 to 6 are having the curriculum opportunities expected for their age group and their overall performance is within the expectations for their age. Approximately one third of Year 6 pupils are achieving above average standards in movement. It was not possible to see lessons with the infants during the inspection. From photographic evidence produced by the school, it is clear that they experience the appropriate range of activities for their age. Most pupils leave school having achieved the requirement to swim 25 metres and know how to be safe in water. Overall standards are sufficiently high and are about the level expected of seven and eleven-year-olds.
112. Teaching in Year 3 shows good subject knowledge and understanding of how to develop games skills. A good balance of time between pupils' activities and teachers coaching in a games lesson enabled all pupils to make satisfactory progress. Pupils' football passing skills had a target to aim for, which maintained their interest in the activity. Dribbling skills led to some silliness but strategies used by the teacher ensured that the enjoyment and progress of other pupils was not adversely affected. In Year 6, pupils show control and inventiveness with slow movements when asked to imagine crawling through jungle undergrowth. The benefits of a good standard of work in earlier years shows in the way movements linked together and the high level of concentration on the task. Teachers often make use of pupils' demonstrations, without taking the opportunity to explain to the class why it was a good performance.
113. Effective deployment of support staff enables pupils with special educational needs to make good progress in lessons. Through activities working with a partner, the social aspects of individual education plans are accomplished successfully. Most pupils participate in lessons unselfconsciously and observe routines safely. This helps lessons to be an enjoyable and worthwhile experience for everyone. The school achieves a high standard of dress for lessons, with teachers acting as good role models. Resources are of good quality and quantity, enabling pupils to perform and practise individually. This is having a good impact on improving the level of skills in games.