

INSPECTION REPORT

ST AUGUSTINE'S CE FIRST SCHOOL

Ashbourne

LEA area: Staffordshire

Unique reference number: 124247

Headteacher: Miss Sarah Robson

Reporting inspector: Tony Painter
21512

Dates of inspection: 13th – 15th May 2002

Inspection number: 198414

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Voluntary Controlled
Age range of pupils:	4 – 9
Gender of pupils:	Mixed
School address:	Pipehay Lane Draycott-in-the-Clay Ashbourne Derbyshire
Postcode:	DE6 5BY
Telephone number:	01283 820365
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Briggs
Date of previous inspection:	4 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21512	Tony Painter	Registered inspector	Mathematics Science Art and design Design and technology Music Religious education Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9614	Carolyn Webb	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?
1122	David Collard	Team inspector	English Information and communication technology Geography History Physical education Special educational needs Equal opportunities	How good are the curriculum and other opportunities offered to pupils? How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a voluntary controlled Church of England first school for pupils aged between four and nine years. There are 43 pupils on roll, six of whom attend the reception class part time. The school is smaller than other schools and the number on roll has fallen since the last inspection. Most pupils come from the advantaged area around the school. All pupils are from white backgrounds and none come from families where English is an additional language. The proportion of pupils in receipt of free school meals, at seven per cent, is below average. The attainment of children joining the school is similar to that expected of children of their age. Eleven pupils are on the register of special educational needs, which is average. One of these has a statement of special educational need.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides good value for money. Good leadership and management have helped staff to improve their planning for lessons and teaching is now very good. Standards of attainment are above those found nationally and pupils have very good attitudes and behaviour.

What the school does well

- Very good teaching throughout the school helps pupils to achieve above average standards.
- The school promotes pupils' personal development very well and encourages them to try hard and do their best.
- Good leadership and management have established good teamwork to improve the school.
- A very positive atmosphere and excellent relationships encourage pupils' learning.
- The school involves parents well and helps them to make good contributions to their children's learning.

What could be improved

- The strategies to identify and prioritise developments are not clear enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 when weaknesses were identified in curriculum and development planning. Good progress has been made overall, particularly since the appointment of the headteacher in September 2000. For example, new schemes of work and a clear plan for review and further improvements have helped teaching to improve well. This is leading to better attainment in many subjects. Teachers use better systems to assess how well pupils are doing, although the use of this information is still developing. Development planning has improved with greater involvement from members of the governing body and strong financial controls.

STANDARDS

Children join the younger class with a wide range of attainment that is average overall. They make good progress during their reception year and most achieve the expected standards for pupils beginning work on the National Curriculum in Year 1.

A table to show the standards achieved by pupils at the end of Year 2 based on National Curriculum test results has not been included because only four pupils were involved. There have been variations in these results, year on year, primarily due to the different abilities of the very small groups of pupils involved. However, the results have generally been above average and in some years, very high. The results in 2001, for example, were in the top five per cent in the country for reading and mathematics.

The inspection confirms the picture of above average attainment by the age of seven, particularly in English, mathematics, science and information and communication technology. Above average standards are also seen in many other subjects although in religious education, they are in line with the standards outlined in the agreed syllabus. Observation and the school's analysis show that pupils continue to make good progress in the junior class and achieve overall standards that are above those expected of pupils at the end of Year 4. In art, these pupils achieve standards well above average and show very good skills and knowledge. In all subjects, the school is maintaining pupils' standards, and improvements in planning and teaching suggest that standards will rise further. It is setting ambitious but realistic targets to achieve this. Pupils with special educational needs are supported effectively to make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to come to school and learn. They take part in all activities with great enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good overall and pupils are very polite.
Personal development and relationships	Excellent relationships between all staff and pupils ensure that pupils' personal development is very good.
Attendance	The attendance rate is good when compared with similar schools.

The excellent relationships in the school form a secure foundation for a very purposeful and happy atmosphere. As a result, pupils develop very good attitudes to school and grow in maturity.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very good	Very good

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

Throughout the school, the quality of teaching and learning is very good and effectively meets the needs of all pupils. Planning is effective and makes good use of national guidance and the school's own frameworks to ensure that tasks are well matched to pupils' abilities. This is particularly seen in the younger class where very detailed planning ensures that the different needs of children and pupils of different ages and abilities are carefully met. Classroom assistants play an important role in meeting pupils' needs and help to ensure that pupils with special educational needs are taught and learn well. Teachers' excellent relationships and their very enthusiastic approaches to lessons motivate all pupils to learn and to do their best. Teachers' challenging questioning ensures that lessons have good pace and makes pupils think hard. A good range of well-chosen resources makes lessons interesting and maintains pupils' attention. English and mathematics teaching are very good and teachers give pupils many opportunities to use and develop their literacy and numeracy skills in other subjects. Pupils' skills in information and communication technology are promoted well through well-organised activities linked to most subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a rich and varied curriculum for pupils throughout the school. New school guidelines give good support for teachers' planning and make good use of national guidance.
Provision for pupils with	Good support is given to pupils with special educational needs to help them to

special educational needs	reach their full potential.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall provision is made with particular strengths in moral and social development. This ensures that pupils become mature and responsible. All staff provide good examples of positive attitudes for pupils to follow. Pupils learn to share their thoughts and feelings with increasing confidence.
How well the school cares for its pupils	The school cares for its pupils well and there is a friendly working atmosphere in which pupils feel safe and valued.

Throughout the school, greater attention is being paid to assessment systems and some information is being effectively used to identify where improvements can be made. The school has established good links with parents and these continue to make a positive contribution to pupils' achievement. Parents have very positive views of the school's work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and management have helped the school to improve. The headteacher has quickly established effective teamwork that is helping improvement. Co-ordinators have a secure overview of their subjects and development areas.
How well the governors fulfil their responsibilities	Governors have good knowledge of the strengths and weaknesses of the school and use this well in fulfilling all their responsibilities.
The school's evaluation of its performance	There is effective evaluation of data and monitoring by the headteacher that gives a clear view of how well the school is doing. Co-ordinators' monitoring is more informal because the school is very small.
The strategic use of resources	All resources available to the school are used effectively.

The school's current priorities are appropriate and have been set out from the headteacher's initial evaluation on taking post. Co-ordinators are aware of how they want their subjects to improve. However, there is no formal system to bring these ideas together in the school development plan in order to aid further planning. The principles of best value are soundly applied through appropriate tendering systems and there is good evaluation of the impact of spending on standards, teaching and learning. The staffing, accommodation and resources are good and the school makes good use of support staff to promote pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are welcomed and the school responds quickly to any concerns. • Good teaching and high expectations ensure that children learn and make good progress. • Children behave well and learn to become mature and responsible. • The school is well led and managed. 	<ul style="list-style-type: none"> • No significant issues were raised.

The inspection team fully agrees with the very positive views expressed by parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Although the range of children's attainment on entering the school is wide, it is average overall. Children have a wide range of interesting activities and very good teaching is having a positive effect on children's attainment in all the areas of learning. By the time they begin working on the National Curriculum in Year 1, pupils achieve the standards generally found in pupils of that age, with some achieving beyond this.
2. Pupils make good progress in the infant classes. The school's results in the National Curriculum tests and tasks at the age of seven have varied a little over the years, reflecting the different abilities of the very small groups of pupils involved. These very small year groups make comparisons with national figures somewhat unreliable but standards have generally been high over the years. Sometimes, such as in reading and mathematics in 2001, they have been in the top five per cent in the country. Pupils achieved above average standards in writing in 2001. Teacher's assessments of pupils' attainment in science at age seven show overall attainment that is above average with particular strengths in scientific investigation.
3. Pupils continue to make good progress in the junior class because very good teaching meets their needs effectively. Standards in English, mathematics and science are above those expected of pupils at the end of Year 4 when they leave the school.
4. These standards in Year 2 and Year 4 are confirmed by the inspection and there are signs of further improving attainment as a result of the more structured approach to planning that the school has adopted. The school's analysis of the attainment of individual pupils shows that most make good progress through the school, exceeding their predicted results. The school is undertaking greater analysis of all results and this is helping teachers to continue to set high and challenging targets for pupils' attainment. As a result, standards are rising through the school. Observations during the inspection suggest that the targets are achievable.
5. Pupils with special educational needs make good progress against their own identified targets. Particularly good progress is made in literacy and language where some of the pupils are reaching standards that are in line with national averages. Support assistants work effectively in classrooms, for example, giving individual help in literacy and numeracy lessons. This ensures that pupils understand what they need to do and are able to take part in all activities.
6. Improved teaching is ensuring that pupils achieve well through the school. Teachers use national guidance in English and mathematics effectively to target work to improve pupils' learning in literacy and numeracy. Pupils have good opportunities to apply their developing literacy and numeracy skills in other subjects. Pupils' good literacy skills make a positive contribution to their learning in other subjects. For example, pupils research confidently for information in books. They write up experiments in science and descriptions of their activities. In design and technology, they set out correctly sequenced instructions to make a simple print. They use their developing mathematics skills effectively in lessons such as science, design and technology and information and communication technology.
7. Pupils in Year 2 and Year 4 achieve above average standards in English, improving on the average standards shown in the last report. Improved systems of planning are helping teachers to focus tasks on individuals and small groups of pupils, therefore raising attainment. Throughout the school, pupils listen carefully and show their understanding in answers that use an increasing vocabulary. Reading is above average in all age groups. Younger pupils know a good range of common words and recognise how sentences are

made up. The most able talk about why they like particular characters in a story and what sort of books they like. Year 4 pupils have good basic reading skills and add intonation and expression appropriately when reading aloud. They talk confidently about different styles of writing that interest them. Pupils' writing develops well through each year and lower attaining pupils make particularly good progress. By the time pupils leave the school, they write in a wide range of forms, giving good attention to all aspects of their work.

8. Standards in mathematics are above average by the end of Year 2 and when pupils leave the school at the end of Year 4. This represents good improvement from the average position described in the last report. Successful implementation of the National Numeracy Strategy has contributed to teachers' knowledge and understanding of mathematics and lesson planning. This is having a particularly good effect on pupils' attainment in mental and oral arithmetic. Good teaching ensures that boys and girls achieve well as they move through the school and they have good opportunities to apply their skills in other subjects.
9. Attainment in science is above the nationally expected levels in Year 2 and by the time pupils leave the school at the end of Year 4. Teaching in the infant class emphasises the development of pupils' skills in investigations and this is reflected in the relative attainment within the subject. Pupils' attainment is continuing to rise because teachers have adopted a new curriculum that makes good use of national guidance. Teaching of the subject has improved as a result of greater attention to practical activities that promote pupils' sense of curiosity.
10. The standards in other subjects such as information and communication technology, history, geography and design and technology are above the national expectations at the ages of seven and nine. Pupils' attainment in art and design is above average at seven and well above at the age of nine. This is because pupils have a very wide range of thought-provoking and challenging experiences in a wide range of media. Attainment in physical education and in religious education is similar to that expected at these ages. In all subjects, there are some signs of improving standards resulting from the clearer approach to the curriculum.

Pupils' attitudes, values and personal development

11. The school continues to promote and instil in children and pupils the very good attitudes to learning, positive moral values and good social skills recorded at the time of the last inspection. Relationships between children and pupils and with all staff are excellent and the latter provide very good role models. All pupils love coming to school and most arrive on or before time every morning. The recent 'crackdown' on latecomers has improved the punctuality of all but a persistent few, who still report to the office with their parents to record their excuses. The school attendance rate is good when compared with that of similar schools. Registration provides a calm start to the school day, and a good opportunity for the youngest pupils to give their 'news' before beginning their work.
12. A purposeful and happy atmosphere is evident in both classrooms as children and pupils concentrate hard and work well together. All want to please their teachers and are very eager to learn. They are enthusiastic about the challenges and tasks set in lessons and delighted when their efforts are recognised. For example, when a teacher 'drew' a number on a pupil's back, the child showed intense pleasure at answering correctly. Those infant pupils correctly sorting animals and creating their tally charts really enjoyed this activity. All value the rewards they are given and are very pleased when they have enough stickers to complete their achievement cards and consequently receive a certificate in assembly. They are proud to celebrate this success with their peers. Photocopies of these achievement cards and certificates are sent home for parents to admire.
13. Behaviour is very good overall. Children quickly learn what is expected of them when they start in the reception class, spending just half the day in school from the term after their fourth birthday. The majority are already used to coming to the building every week to select books

through a well-organised pre-school group. The few school rules are well known to all and are very effective. Children and pupils are very obedient. They demonstrate this in the playground when the whistle blows. All immediately stand stock still although seconds before they may have been enjoying exuberant games. Sanctions are very rarely needed: teachers' disappointment or disapproval is sufficient to curtail any inappropriate behaviour. When necessary, however, staff use a system of yellow cards effectively to remind pupils of the need to behave well. Pupils with special educational needs are well behaved and have equally good attitudes to their work. Pupils with behavioural difficulties are well aware of the school routines and, because of the well-targeted support they receive, take a full and active part in lessons. No bullying or harassing behaviour was observed during the inspection and there have been no exclusions.

14. Personal development is very good. Within this vibrant and caring school community, all support each other and are aware of those less fortunate than themselves. Mature and responsible attitudes are swiftly developed, and all enjoy collecting for charity, for example on Red Nose day. Newcomers are welcomed and quickly join in. Those pupils with additional education and/or other needs are well supported by the other pupils. Assemblies reinforce moral and social values and discussions, such as in Circle Time sessions, are well used to resolve any problems and to build self-confidence and self-esteem. 'Why I like this school' produced very positive judgements on good friends, good teachers and the help a newcomer had received. Pupils are well prepared and look forward confidently to the next stage in their education.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is very good and is much improved since the last inspection when it was satisfactory. All observed lessons were good or better and this consistent good quality is a major factor in pupils' good learning through the school. Teachers' planning reveals good knowledge and understanding in all subjects and makes good use of the school's and national guidance. For example, lessons set out clearly what pupils will learn and teachers use discussions at the end of lessons to get pupils to reflect on whether their learning has been successful. This is an improvement since the last inspection and shows good response to weaknesses identified in that report. Teachers' good understanding of the needs of different pupils and their flexible approach to grouping pupils help to match work very securely to pupils' attainment. This helps to ensure that learning is consistently effective.
16. Teachers have extremely good relationships with pupils and these form a foundation for very effective classrooms. The day-to-day routines are well organised and clear to all pupils. This ensures that pupils' behaviour is consistently good, no time is lost during the day and lessons are very productive. Teachers present lessons enthusiastically and this involves pupils very well. Their questioning, for example, is very effective at challenging pupils at different levels of attainment. As both classes have a wide age range, this is very effective at promoting the learning of all pupils. The questions encourage pupils to reflect on what they are learning and respond carefully. At the same time, good pace is promoted and some questioning, such as in mental arithmetic sessions in both classes, pushes pupils very well. Only occasionally does the pace outstrip the pupils and then the teachers are quick to notice and respond with additional support to maintain the learning. The teachers make good use of a wide range of resources to interest and involve pupils. In the infant class, for example, the teacher arranged a visit from a Methodist minister to lead an enactment of a baptism ceremony. This enthralled all children and pupils and led them to reflect on important days in their own lives, as well as comparisons with other religions. In a Years 3 and 4 history lesson, the teacher uses boxes of well-chosen artefacts to challenge pupils' thinking about authenticity.
17. Throughout the school, teachers ensure that pupils' learning is enhanced by activities in information and communication technology. Sometimes this takes the effective form of opportunities to practise skills that they have learned in the lesson. For example, Year 2 pupils use a computer program to sort shapes in different types of diagram, building on their learning

with a classroom assistant. In other cases, pupils apply their computer skills to extend their learning. Years 3 and 4 pupils, for example, zoom into computer-generated maps to find more information on early settlements. Pupils' learning in numeracy and literacy is also carefully linked with their learning in other subjects. Teachers ensure that pupils use their developing numeracy skills when counting, measuring and representing information in graphs. They give pupils good opportunities to write about their work in different forms. Some activities, such as writing instructions for making a simple print, are very effective links between subjects.

18. Classroom assistants are a considerable contribution to the very good quality of teaching. Teachers deploy them very well, generally giving very clear instructions as to how they are to support groups of pupils. This helps to target learning very precisely, despite the range of age and ability in each classroom. In some case, assistants use their own skills and knowledge to assist in planning activities, particularly in information and communication technology. This also contributes well to pupils' learning and gives pupils further opportunities to extend their knowledge and understanding with support. The support for children in the reception year is very effective in ensuring that these children have a good range of activities. Although the children take part in many activities alongside older pupils, taking them in a different group allows their learning to focus on their specific needs. This is generally very successful although occasionally the children spend too long in class sessions and their learning is not so good.
19. Classroom assistants also make a significant contribution to the good teaching of pupils with special educational needs. These pupils are clearly identified and their needs recorded correctly. This enables teachers to plan work so they make good progress against the targets set in their individual education plans. Work is often directly linked to small and achievable steps in their learning. In this way, teachers are able to judge how effective their own teaching methods have been and also what needs to be done next to improve learning. Pupils with special educational needs are integrated well within all subjects.

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

20. The school provides a rich and varied curriculum for its pupils. All National Curriculum subjects are studied and these are enhanced by a wide range of other opportunities. Different activities, visits and visitors are used to actively encourage all pupils to develop their understanding. There has been an improvement since the last inspection, especially in the planning of topics and themes and developing better systems to ensure that learning builds upon what has gone before. Children are enthusiastic about learning because of the excitement that is generated in lessons. All statutory requirements are fully met.
21. The broad range of the curriculum is characterised by practical and first-hand experiences. During last year there have been special themed days such as when studying 'The Greeks'. Pupils watched a performance of 'The Odyssey' and performed 'Theseus and the Minotaur' in school as part of this wider topic and had a Greek meal. The result is that work between subjects is integrated well. Teachers give careful thought as to how children can use information and communication technology within many curriculum areas. Children therefore use computers each day in different subjects such as mathematics, geography and history. In books, there is evidence that pupils are given progressively more difficult tasks to do as they move through the school. In geography, for instance, younger pupils have made simple maps and this is followed in Years 3 and 4 by more complicated study using Ordnance Survey maps. All work is very relevant to the individual needs of the mixed age classes. In the infant class, individual work is given to the reception children, Year 1 and Year 2 pupils. The theme is often a common one and this enables the teacher to draw it all together during the final discussion. As a result, pupils feel involved in what they are learning and are contributing at their own level.

22. Many new initiatives have been started. These include work with visiting artists, musicians, professional sports people and those from other countries. A minister from South Africa provided a good start to a topic that has enabled older pupils to write to the children in his local school. Derby County footballers came to help with training. Grants have been obtained to regenerate the flower borders and pupils were involved in helping design the school grounds. Teachers use all these experiences very effectively. They provide stimulating discussions and help pupils build up their knowledge, skills and understanding. Teachers have made good use of guidance from national initiatives for literacy, numeracy and the Foundation Stage and incorporated this well into the whole school planning. The key issue regarding planning mentioned in the last report has been successfully addressed through use of new national guidelines to plan for all subjects. The school has taken the opportunity to review the curriculum and tailor it to the specific needs of pupils and the local environment. This is the reason why the curriculum offered in the school is successful.
23. A flexible approach is used in the planning of work. This term, for instance, the whole school is studying life in the 1950s to link with the Queen's Jubilee. Activities are planned within history, literacy and in art. The children have produced a cardboard sculpture using the expertise of a local artist and have studied clothes, social structure and schooling from that time. Older pupils have been able to handle artefacts from the period and the parents and friends of the school have been involved in providing their own experiences. In addition, the school has recognised that moving away from the planned topics and skills now means that these now need to be covered at another time. The programme has been altered accordingly.
24. Good provision is made for pupils with special educational needs. They are identified at an early stage, advice and support are given to parents and good individual education plans are formulated. These include very small steps in learning that can be judged for their effectiveness. Teachers and support assistants meet regularly to discuss the progress made and the plans are altered in light of the reviews. In lessons, these pupils often have specific support to ensure that they make good progress in a range of subjects.
25. Literacy and numeracy are used well in other areas of the curriculum. Work is planned to link this work such as in the reception, Years 1 and 2 class where the literacy hour used a text about whales. This linked with other work taking place during the day, including a role-play area developed as a harbour. Mathematical skills are developed well during information and communication technology lessons, whilst tallying and graphing skills are used in geography, science, history and design and technology. There is a very wide range of extra-curricular activities including a French club and a computer club as well as various sporting activities.
26. Personal, social and health development is incorporated into discussion periods called 'Circle Time'. Here, pupils are able to express any concerns and share their own feelings about others. The school has adopted the local syllabus for religious education and programmes for sex education and drugs awareness. Planning takes account of individual need as well as the needs within different age groups. All of this has a positive impact on the relationships apparent within the whole school community.
27. The school has very good connections with many local organisations and is very active in the local community. Sponsorship has been obtained to enhance the school grounds and to provide extra equipment and services. The local school meals services provides themed meals to link with other work, and visitors are actively encouraged to help in lessons. This all helps to provide a stimulating and exciting curriculum that interests and motivates a thirst for learning. Its success was seen in one lesson where pupils talked enthusiastically about what they had learnt from talking to local people about life in their childhood. Pupils used the knowledge they had learnt to develop a better understanding and to start thinking more widely about the subject they were studying.
28. The school is small but there are very good relationships with other local educational institutions. A 'cluster group' of similar sized schools is active in providing a range of

competitive sports and professional development for teachers. Subject co-ordinators are pleased that they are able to share teaching practices and seek advice. This is ensuring that the curriculum, and particularly planning, are kept ahead of any new initiatives and ensures the school remains outward looking.

29. Spiritual development is good through the school's careful planning, underpinned by the strong Christian ethos. All pupils listen attentively in assemblies as they hear about keeping promises and their reflection on this theme is genuine. The 'wow' wall in one classroom records events or happenings that impress children, such as snowdrop petals unfolding. Teachers take every opportunity to give children time to think about and to remark on the wonders of everyday life. After watching a video on the Queen's coronation, there was a stunned silence as children thought hard about what had impressed them most. Eventually they decided it was the gold coronation coach, and all subsequently enjoyed making realistic models of the crown, orb and sceptre. Circle Time, a favourite lesson and one that 'makes them feel better', develops their confidence and promotes self-esteem very well.
30. The school makes very good provision for moral and social development. Expectations of behaviour are high and the ethos of being aware of and caring for others results in a harmonious and fully inclusive school community. School rules are few but all understand why they are needed; for instance, none from the youngest upwards would dream of going past the bollards that mark the boundary for their play. They know it could be dangerous and follow this safeguard conscientiously. Family seating at lunchtime encourages good manners and this is a social occasion for all. Pupils look forward to the fortnightly Memory Lane lunches enjoyed with a dozen of older local residents. The very strong provision for pupils' social development is particularly effective in equipping pupils to work together in their lessons. Pupils have good opportunities to share resources, plan work together and co-operate.
31. Provision for cultural development is good. Other religions and cultures form part of the religious education lessons, and one 'big book' used for literacy follows an African girl's walk. The Greek week was thoroughly enjoyed, particularly when all dressed up for the day and tasted the food, with the menu printed in Greek. Following the visit of a minister from Mooiplaas, the older pupils now have pen pals with those living in this South African village. As yet the library has few multi-cultural books and none in dual language text to demonstrate the different ways in which people record information. Children and pupils are introduced to the arts in many forms. For example, the youngest children successfully copy the style of Van Gogh when painting, and all listen to a wide range of music. Photographs of their many visits are attractively displayed in the school year books and show the wide range of their experience of the world outside St Augustine's School.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school places high priority on pupils' health, welfare and safety and has satisfactory procedures to promote these. All staff know the pupils well and very good pastoral care is one of the school's greatest strengths. Risk assessments take place regularly and a trained member of staff is on site at all times to administer first aid. Training has now been arranged for the headteacher as the member of staff with responsibility for child protection. Secure plans are in place for her to share this with all staff. Governors are due to consider the revised policy, very recently received from the local authority, at their next meeting. Security is reviewed regularly and has been improved by the coded keypads on all exterior doors and videophone entrance monitor.
33. The new behaviour code guides pupils and staff well. The few school rules are well embedded and are consequently very effective; self-discipline is effectively encouraged. All staff use the behaviour code consistently and sanctions, which include yellow cards, are understood but rarely necessary. Children and pupils want to please their teachers, and disappointment in those whose behaviour goes too far on rare occasions is usually sufficient

to stop any silly behaviour. As a result of these good arrangements, exclusion has never been necessary.

34. The school has good systems in place to promote and monitor attendance. Parents conscientiously inform the school to explain if their children are not there, and a telephone call home is quickly made if no information is forthcoming. Registers are well kept and monitored by the education welfare officer at regular intervals.
35. Procedures for assessing pupils' attainment and progress are now good, with pupils involved in setting their targets, which are monitored each term. Teachers effectively track, analyse and crosscheck the progress of individuals and groups to ensure an accurate view of standards. Good use is made of assessments of children when joining the school and of the results of optional national testing. Pupils' progress is tracked well through data compiled during the assessment weeks in the autumn and spring terms. Class and individual records are analysed carefully to identify 'highs' and 'lows' and where to target next. Satisfactory use is made of this information to guide curricular planning and teachers are gaining confidence with the systems to support their teaching further. Verbal comments are used well in lessons to praise and to help pupils. Marking of pupils' work is good, particularly for older pupils, and informs them of how and where they need to improve.
36. The individual education plans for pupils with special educational needs are good. They are assessed regularly and adjustments made when targets have been reached. Details are specific and this enables teachers to keep good records that are used to decide on what should be learnt next. In the classroom, these pupils are supported well. Those with identified behavioural difficulties are integrated well in group work and do not affect the smooth running of discussions. As a result, all pupils are able to make a positive contribution in lessons.
37. Pupils' personal development is very good because of the school's good but largely informal planning. It is well monitored through teachers' very good knowledge of each pupil shown in comments in the pupil profiles and annual reports. However, the school has yet to formulate a personal, social and health education programme to give better guidance to teachers in their planning. Assembly themes and Circle Time sessions are not always linked but make all aware of how they should behave and of their responsibilities within the school community. Pupils are expected to look after and care for one another, and all are given opportunities to take responsibility. Any task allocated is carried out happily and the older pupils enjoy acting as path and lunch monitors, as well as befriending the youngest children as 'buddies' in the playground. As a result of the many visits they make locally and beyond and talks from visitors to the school, who include a retired local policeman, children and pupils are aware of their own environment and alerted to some of the difficulties and dangers which exist outside St Augustine's. They are well prepared for their transfer to middle school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Working in partnership with parents and fostering good relationships are amongst the school's many strengths. Even before children begin at the school, the teachers establish strong links with all parents and give them good opportunities to feel part of the St Augustine's family. The very good links already established extend to grandparents, for whom a lunch was held recently. For the Mothers' Day celebration, the school was packed with mothers and many also attended the service at the local church. Parents strongly support the school's aims and ambitions for their children and demonstrate this through their 100 per cent attendance at meetings. They value the happy family atmosphere and caring Christian ethos, and are very pleased their children can attend this village school. Overwhelmingly positive views were expressed both at the parents' meeting and through the parents' questionnaires. The hall is filled to overflowing when parents and relatives crowd in all eager to see children perform at school productions. A few parents regularly help in school and others are proud to accompany children to swimming and on educational visits and to assist with extra-curricular activities. Football and rugby training, and gardening clubs are just some run by parents.

39. The information the school provides for parents is good. The comprehensive brochure and detailed governors' report to parents, in addition to the Thursday newsletters, ensure that parents know what is happening or is about to take place. They are regularly consulted through questionnaires about their views and their satisfaction with school provision. Parents are given information on what their children will be learning and this helps them to support their children. Parents appreciate the improved annual reports on their children, detailing the National Curriculum levels achieved. Parents give good help to their children with work at home but the school does not take full advantage of the possibilities of using reading records as a means of communication between home and school. The parents of pupils with special educational needs are kept fully informed about the progress of their children. They are closely involved in formulating individual education plans, are invited to reviews and are kept up to date with improvements. Parents are happy with the procedures in place and they feel their children are very well supported.
40. The enthusiastic Parent Teacher Association runs many social, fun and fund-raising events. Examples include the successful Easter fair and the 'Sausage Sizzle' following the football tournament. All enjoy these events and they are effective in linking the school with the village community. Money raised has been spent to augment resources, such as the stools in the new information and communication technology area. Spending benefits children, who remember their theatre trip to see Toad of Toad Hall with great pleasure.
41. The school's determination to improve the already very good links with parents and their strong support for and involvement in their children's education combine to make a very good contribution to the educational standards children achieve and to their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The leadership and management of the school are good. There are significant strengths in the way the grants are used to improve the opportunities offered and in the good match of teachers and support staff. Whilst the headteacher and some governing body members have changed since the last report there has been continued improvement. Particularly good is the way that the governing body is now more closely involved and consequently has a better view of the strengths and weaknesses of the school. Much of this is due to the comprehensive information that is now provided by the headteacher. The key issues from the previous report have been addressed well through a comprehensive action plan. Some of the initiatives mentioned at that time have been superseded by national initiatives such as the guidelines for the schemes of work and by the introduction of the literacy and numeracy hour. However, other priorities have emerged and been developed well. These include building improvements and the provision for the Foundation Stage children in the reception class. The very good, shared commitment to improvement and higher standards is the reason why the school has continued to be successful. All staff contribute well to the management of the school. This ensures that the provision for children in the Foundation Stage and pupils with special educational needs are managed well.
43. The headteacher provides a strong lead to the work of the school. She has a clear vision for improvement based on a harmonious community as a basis for higher standards. This is shared by all staff who work very closely together and is reflected in the school's aims. Systems are much better organised and information can be found and communicated quickly. A very able and experienced workforce supports the headteacher. As a result, the school's ethos is conducive to improvement and learning. The headteacher is fully supported by parents, the governing body and the local community. New initiatives are talked through thoroughly with staff. Ideas and concerns are shared and decisions based upon the strengths of those involved. Responsibility areas, especially for subjects, are shared between those who have an interest or expertise. The roles are fully understood by all and professional development has clear links to developing these even further. Co-ordinators generally provide

good model teaching methods in their specialisms, such as in the history lesson in Years 3 and 4.

44. The governing body has become more effective since the last report and provides good management of the school. It is effective in fulfilling its statutory responsibilities and takes a more active role in monitoring what is happening on a day-to-day basis. The termly reports provided by the headteacher, reviews of testing and better financial control are ensuring that the school gives good value for money. The governing body has played a major role in the recent developments of the buildings and in assuring financial stability whilst the school roll has been falling. In order to meet potential demands, the school has retained a larger than acceptable surplus and is now using this effectively to support staffing improvements. Governors are now more conscious of the need to check financial planning and a small sub-committee has been put in place for this purpose. As a result, checks are made to ensure that the best value is being achieved. A recent start has been made on closer monitoring of the curriculum through linking with subjects. Both of these initiatives are still at an early stage and have yet to impact on high-level discussions during governing body meetings. However, it is giving them a better understanding about new initiatives and what is needed next. The effective secretarial and financial support provided in the office provides a good, first introduction to the school. Matters are dealt with efficiently and this enables the other staff to concentrate fully on providing good learning opportunities. Parents are pleased with the way they are welcomed into the school and know that any concerns will be dealt with quickly.
45. The school's staffing is very good with very effective use of the support staff to promote learning. For example, support staff lead well-organised groups in the reception and infant class that enable tasks to be carefully focused on the needs of pupils of different ages and abilities. The good systems for professional development are both formal and informal. The required legislation is fully implemented but, because the number of staff is very small, much more use is made of informal monitoring. Co-ordinators have an overview of their subjects, keep comprehensive records and are aware of any developmental areas. However, this now needs to be more formalised and linked more closely to the school improvement plan. Whilst this is a valuable document, it does not prioritise sufficiently well to allow the many responsibility areas to be covered in a systematic way. It is costed well, recognises the criteria for success and is reviewed regularly. The governing body is involved in drawing this up and asks questions about how successful it has been. This challenges the headteacher and staff to focus more closely on improvement. As yet, not enough account is taken of the effect of the school improvement plan on raising standards in all subjects.
46. The spacious accommodation is very well cleaned and maintained. Well-planned displays and celebrations of children's work enhance corridors, hall and classroom walls. Teachers plan their classrooms carefully to make maximum use of space. The new information and communication technology suite and attractive library corner are welcome additions. The very recent creation of the new office, now of good size and with updated security in the form of the videophone entrance monitor, has improved the good accommodation.
47. The large and very attractive site has recently had substantial improvements including well-designed flowerbeds and a sensory garden along one side of the school building. The hard play area is in good condition. Reception children do not have their own enclosed area but use the playground at different times from the rest of the school, although they love to be included with the 'big children'. A greenhouse contains boxes of carefully nurtured petunias, with the temperature regularly monitored by pupils to ensure the most advantageous conditions to ensure success. The large grassed field contains the attractive environmental area, to be developed as part of the school's improvement plan.
48. The school has ample resources for all National Curriculum subjects and these are good for the teaching of English, mathematics, science, art and design, music and design and technology. Materials for teaching those with special education needs are also good and used well. Pupils are encouraged to enjoy their reading in the attractively designed library corner,

with *Squirmy Wormy* very popular as their favoured seating. The good range of books is in reasonable condition although there are none in dual language text and too few about different cultures and traditions. The nine new computers situated in the new information and communication technology suite augment the two found in each classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. The school has made good progress from the last report and a number of positive strategies have been introduced. To help the school to clarify its further development, the headteacher, staff and governors should now:

- (1) develop a clear system for planning developments that will:
 - identify the school's development needs;
 - prioritise these for inclusion in the school development plan;
 - identify the necessary resources for effective action.(paragraphs 43 – 45)

The following less important weakness should be considered for inclusion in the action plan:

- (a) extend the library's range of literature to represent a wide range of faiths and cultural backgrounds.
(paragraphs 31, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	7	0	0	0	0
Percentage	6	53	41	0	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	43
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

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	2
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence	%
School data	4.9
National comparative data	5.6

Unauthorised absence	%
School data	0.2
National comparative data	0.5

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

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

Detailed information on pupils' performance is not included because only three boys and one girl were involved in 2001. Performance in all tested subjects was good, with all pupils reaching or exceeding the nationally expected levels of attainment for their age. These results maintained the strong performance of earlier years.

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	34
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 – Y4

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	17.6
Average class size	22

Education support staff: YR – Y4

Total number of education support staff	3
Total aggregate hours worked per week	55

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	147609
Total expenditure	135378
Expenditure per pupil	2461.42
Balance brought forward from previous year	15290
Balance carried forward to next year	27520

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	72	26	3	0	0
Behaviour in the school is good.	67	28	5	0	0
My child gets the right amount of work to do at home.	46	49	3	3	0
The teaching is good.	69	28	0	0	3
I am kept well informed about how my child is getting on.	62	28	8	3	0
I would feel comfortable about approaching the school with questions or a problem.	77	23	0	0	0
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	59	36	3	3	0
The school is well led and managed.	72	28	0	0	0
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	67	23	5	3	3

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

50. Children join the infant class in the term after their fourth birthday. Although the school's assessments show that the range of attainment is wide, the overall standards on entry are around those expected of children of this age. The children join the same class as a number of older pupils and take part in many class activities with them. However, the teacher takes great care that specific tasks and activities are carefully targeted at the needs of the children. This ensures that children follow the nationally recommended curriculum for children of this age. This careful grouping of children and pupils is a very effective feature of work in this class and contributes substantially to the very good teaching overall. Children's learning is well supported by very effective classroom assistants who are clear about their roles and how to develop children's knowledge and understanding. This ensures that the children feel confident in their work and are well prepared for work in the National Curriculum beginning in Year 1. Children achieve well in the Foundation Stage and the school's effective tracking shows that they improve their standards in all areas of learning. By the time they begin the National Curriculum in Year 1, most achieve all the standards expected at that age.

Personal, social and emotional development

51. Children start at an average level but very good teaching ensures they make very good progress in personal, social and emotional development. They soon settle into the well-established routines, which staff explain clearly to them. The period of part-time attendance that most children have before beginning full time is most useful in establishing the excellent relationships. Good opportunities to work and play together ensure that children quickly gain social skills. For example, children begin to take responsibilities, such as when a child takes the register to the office for the first time. He shows immense pride and is sympathetically supported by an older pupil to carry out his duty. Staff encourage all aspects of personal development through their own very good role models. Children's spiritual development is promoted well in religious education lessons, notably when enacting a baptism ceremony. By the end of the Foundation Stage, children socialise well, mix happily with pupils of all ages and have good understanding of how to behave in school.

Communication, language and literacy

52. Children start school with average language skills and make good progress because teaching is good. The teacher very effectively uses elements of the literacy hour to introduce children to the letters and sounds needed to build their reading and writing skills. She successfully incorporates children into class activities at appropriate levels and pitches her questioning well. For example, she gets the children to set up a book the right way round and then moves on to older pupils to extend their learning. All staff are responsive to children's needs although, occasionally, the young children spend too long in these sessions and their attention begins to wander, slowing their learning. Children listen well, to each other and to the teachers. They speak clearly in free activities, role-play and in the very good question and answer sessions. By the end of the reception year, children have a developing vocabulary and increased understanding of how words and sentences are made and used. They enjoy books and are enthusiastic about their favourite stories.

Mathematical development

53. Children start school with average mathematical awareness. All children make very good progress through the Foundation Stage and some are likely to achieve beyond the national expectations at the end of the reception year. Teaching is very good and staff plan good practical activities to give the children appropriate experiences to understand shape, size,

weight and capacity. During aspects of numeracy lessons, the teacher stresses the importance of simple mathematical vocabulary and encourages children to use this correctly. Her well-matched questioning promotes children's learning well and gives them increased confidence with numbers. The teacher uses many opportunities to point to numbers, for instance in setting problems during registration or singing number jingles. Regular opportunities to play with construction kits enable the children to see different shapes, how they fit together, how heavy they are and how to make patterns with them.

Knowledge and understanding of the world

54. Very good teaching helps children to learn well and most are likely to exceed the required learning goals by the time they begin Year 1. The classroom is a lively learning environment filled with objects to stimulate the children's curiosity. The teacher presents topics and activities with enthusiasm to make learning fun and capture the children's interest. The children marvel, for instance, at the royal coaches in a video of the coronation and are fully involved in an enactment of a baptism ceremony in the classroom. Children learn about the world in and around the school, making good use of the school's site and further afield, on visits to widen their horizons. This is an effective contribution to their cultural development. Children receive good direct teaching on the use of computers and plentiful opportunities to practise and develop their skills. They develop an awareness of past times from events they recall in their family lives. They talk about the seasons, the changes in the weather and the passage of time. The teacher introduces the children to the cultural richness of various faiths and nationalities.

Physical development

55. Children start school with average physical development and good teaching ensures that they achieve well. By the time they begin Year 1, most will achieve the early learning goals although some show good developing skills. Although the school has no specific outdoor play area for the children, the teacher makes good use of the school playground and hall. Careful timetabling ensures that there are sessions where children can gain confidence and practise running, jumping and playing imaginatively. In specific physical education lessons, children join with older pupils for warm-up activities but have well-structured activities to challenge them to increase their skills. They respond well and most improve their catching skills through good opportunities to practise. In the classroom, a very wide range of equipment and media allows children to learn to use tools and materials safely and with increasingly fine control.

Creative development

56. Children's creative development is average on starting school and they make good progress because teaching is good. By the time they begin Year 1, most children achieve the final stepping stones. With the encouragement of the staff, the children develop enthusiasm and confidence to explore their own ideas. Children develop their imaginations well and explore a wide variety of imaginary situations, such as the *Whale Watching Excursion* in the large boat in the classroom. They gain knowledge of colour, texture and shape, for instance, when drawing landscapes or painting portraits. Many activities lend themselves to song and the adults lead the children in singing a range of popular rhymes and jingles. Children sing *Humpty Dumpty*, for example, while accompanying themselves with the instruments they made in a science lesson. Children have a regular session with the music specialist to extend their range of musical knowledge.

ENGLISH

57. Standards at the end of Year 2 and Year 4 are above average overall. Pupils in the present Year 4 are on course to reach above average standards by the end of Year 6. Very good teaching ensures that pupils achieve well and their progress in learning is good. This

represents an improvement since the last inspection when standards were in line with the national average. Results in tests are unreliable, as the numbers of pupils in each year are very small. However, the trend is one of improvement over the last five years. Since the last inspection, the procedures for planning are very much improved, reflecting good management of the subject. Assessment of pupil performance is used in a more focused way to aid teachers in the work they are setting for individuals. Pupils with special educational needs make equally good progress and often better because their individual education plans are sharply planned to enable pupils to make recognisable small steps in their learning. As these are achieved they are able to move onto more challenging work. A number of pupils identified with literacy problems have made sufficient progress so that they are now working within national average levels.

58. Pupils in all classes make good progress with their speaking and listening. Even the younger pupils assimilate what is being said and react accordingly. They listen carefully and respond thoughtfully. In a Years 1 and 2 class, a pupil was able to give a running commentary to a piece of video about the coronation. After her initial worry, she fluently told the rest of the class what was happening and why. Older pupils listen to what they are told to do. There are few instances where teachers have to repeat instructions and this enables lessons to move at a swift pace. Thoughtful questions are sometimes countered by over-eagerness. Teachers then ask pupils to think about waiting for other's contributions before demanding attention and this improves listening skills. The range of vocabulary used is good and pupils explain themselves well. They are polite to adults and know the conventions that have to be used in large groups.
59. Reading is also above average in all age groups. This is an improvement since the last inspection. Younger pupils are starting to know a good range of common vocabulary and recognise how sentences are made up. The most able can talk about why they like particular characters in a story and what sort of books they like. Older pupils in Year 4 have good basic reading skills. When reading out loud they add intonation and expression appropriately and can talk about different styles of writing that interest them. One boy was able to talk at length about the different authors that he has read and his reasons for liking poetry. This was at a level that might be expected of pupils in Year 5.
60. Writing levels are above average and pupils achieve well in their time at the school. Progress is continuous through each year and, from an analysis of work, it is possible to see how individuals have improved. Younger pupils in Year 1 are still learning about sentence construction and forming letters but because the tasks they are given are very specific they achieve well. Lower ability pupils make particularly good progress because they are well supported during lessons. Younger pupils have the opportunity to write in different styles, such as reports, stories and letters. Very good links are made to information and communication technology, such as in a lesson where pupils were writing simple postcards. Whilst developing specific computer skills, they were also able to use their plans and drafts to make a good copy.
61. Teaching is very good in all classes and this is why pupils learn well. The whole class discussion at the start of literacy lessons is used imaginatively. Planning is thoughtful, taking account of both age and ability. In the infant class, for example, the teacher started by asking the reception children to lay out the big book the right way. The teacher then asked Year 1 pupils to help with letters and words and Year 2 pupils read and commented on the text. All ages were involved throughout the session and the work set for groups built upon what had gone before. As a result, the lesson progressed at a rapid rate, much was learnt and new knowledge was clearly understood by the end.
62. There are no instances of poor behaviour in literacy lessons because the work is stimulating, varied and exciting. Teachers have built very good relationships with their classes based upon a high level of expectation about what pupils can achieve. Pupils always work hard, are rarely diverted and show increasing levels of maturity. Time is used very well and support

assistants provide high levels of expertise. All staff are good at asking open-ended questions that allow pupils to think for themselves. In this way, pupils are able to improve their own independence and thoughtfulness. Marking is thorough. For younger pupils this often involves them being present as work is corrected and suggestions given for improvement. Lengthier work in Years 3 and 4 is marked thoroughly. Praise is given correctly and remarks made when the teacher feels that a pupil has not done their best. Spellings are corrected, pupils repeat them and this helps retention. Other comments include some for grammar and how to use a better level of descriptive language. Work in books is well presented, again demonstrating the high level that is expected by teachers.

63. The national guidance on literacy has been implemented well. All pupils are aware of the structure of the lessons and settle quickly at the start or when groups are moved. Planning has improved and is much more focused upon improving the learning opportunities year on year. As a result, literacy skills are developed well in all subjects. Many lesson plans incorporate the use of information and communication technology as an integral part and this helps develop both subjects. There is now a much better range of assessment information that allows the school to identify what it does well and what needs improvement. This has helped inform the school improvement plan and the monitoring of teaching and learning. The targets set are realistic and achievable. Analysis of previous test results, reading scores and optional year end tests, suggests that progress each year is improving as these strategies become embedded in the work of the school.
64. Resources for the subject are good and include a well-stocked and efficiently controlled library. The librarian is enthusiastic to ensure that pupils will have good access to the stock of books. Whilst the range is varied, containing mostly fiction titles, there is a need to improve the quantity of books dealing with ethnicity, beliefs, traditions and cultures.

MATHEMATICS

65. By the end of Year 2, pupils achieve standards that are above average. This is reflected in the results of the most recent National Curriculum tests at age seven. Mathematics standards are generally a little lower than those in English, although the very small number of pupils involved makes generalisations and comparisons difficult. Pupils continue to achieve well in the junior class and standards are higher by the end of Year 4 when they leave the school. This represents good improvement from the position described in the last report as a result of effective management.
66. Consistently very good teaching ensures that all pupils develop their numeracy skills effectively through the school. Pupils have good opportunities to apply and promote these skills in subjects such as geography and design and technology where they measure, compare and set out data effectively. Pupils' work in information and communication technology is often linked very effectively to their learning in mathematics. They have many opportunities to apply their mathematics skills to their work with computers. For example, higher attaining Year 2 pupils confidently work in pairs to sort shapes in different diagrams on a computer. They show great excitement as they succeed and the program congratulates them. Well-targeted support from classroom assistants ensures that pupils with special educational needs are very well supported and that they make good progress.
67. In the infant class, the teacher's very enthusiastic approach captures the pupils' attention and ensures they learn well. Challenging questioning, pitched accurately to pupils' levels of attainment, injects pace into lessons and makes pupils think carefully. All pupils are keen to answer and do so quickly, for example when partitioning numbers to add them more easily. When pupils answer, they use a developing range of mathematical terms to explain their thinking. Year 2 pupils quickly double numbers and begin to use two-digit numbers with confidence. They have good understanding of mathematical processes such as addition and subtraction and gain increasing confidence with multiplication. Their knowledge of the

properties of shapes is good and they set out this data clearly in table form. Higher attaining pupils estimate and measure accurately in a variety of scales. The teacher's well-structured planning for lower attaining pupils ensures that they learn well with effective support.

68. Pupils learn effectively in the junior class and many achieve standards well above those expected by the time they leave the school. Pupils' knowledge and confidence with arithmetic are strong and they show this in quick responses in mental arithmetic sessions. Again, the teacher's questioning is challenging but carefully matched to pupils' attainment to ensure they have to think hard but learn well. For example, the teacher very carefully drew out the answer from a less confident Year 3 pupil, creating good progress in their personal development as well as their mathematics. By the time pupils leave the school they have good understanding across all aspects of the subject. They confidently use numbers beyond 1000, know many multiplication tables and use fractions and decimals in their work. They collect data and draw graphs in different forms, explaining their choices and what the graphs show. They have good knowledge of a wide range of three-dimensional shapes.
69. Throughout the school, teaching is very good. Teachers and assistants have extremely good relationships with pupils and these create a firm foundation for very good learning. No time is lost in establishing order because classroom routines are well-established and known to all pupils. Pupils respond very well to these approaches and concentrate hard on their lessons. They behave very well and listen carefully to teachers' instruction and explanations. These very positive attitudes help them to learn very well.
70. Teachers use a good range of approaches to lessons and good resources to keep pupils' attention and make them want to learn. For example, they give pupils good opportunities to develop their mathematical understanding through work with problems and investigations. Infant pupils, for example, collect and classify information to represent in a graph. The teacher effectively links this work with well-targeted work on different types of graph and promotes learning well. Classroom assistants give very good support to pupils and this ensures that learning is good at all levels. All assistants are very clear of their roles and the ways that they can effectively support the pupils in their well-organised groups. As a result, they question and support pupils at just the right level to move them on at a good pace. This was seen clearly when a group of Year 2 pupils worked with an assistant in the computer suite. The well-prepared materials gave the pupils good information and the well-chosen programs supported their learning very well. Younger pupils were given clear tasks at appropriate levels to ensure very good learning.

SCIENCE

71. Standards are above average by the end of Year 2 and Year 4. This is similar to the teachers' National Curriculum assessments of pupils at the age of seven. Because only very small numbers of pupils are involved, national comparisons are insecure. Teachers correctly identify that pupils have very good skills in investigations and experiments, with many achieving the higher level 3, although their scientific knowledge is weaker. Pupils of all abilities achieve well through the school. The standards in school are similar to those shown in the last report but good progress has been made. This is because teachers have made good changes to their planning of the subject that will lead to higher standards over time.
72. Infant pupils develop good research skills with the support of the teacher, such as when she sets an involving investigation to find the best material for 'Mr Bear's Slippers'. Pupils begin to identify ways of asking questions and finding answers. For example, Year 2 pupils quickly identify some aspects of their investigation into sound that need to be fair. They clearly express their ideas and make use of a developing range of specialist vocabulary, such as 'vibrate'. Pupils learn to use simple equipment correctly and the good behaviour in classrooms ensures that they are sensible in all their work. Pupils have good knowledge of growing things and identify many parts of a flower, some using computers to record this well. They identify properties of different materials and can identify when these have been changed.

They make good suggestions of which changes can be reversed. Good support and careful planning by teachers give pupils opportunities to record their findings in different forms and this also contributes to good learning. Teachers carefully design tasks for lower attaining pupils and those with special educational needs. The pupils are given good support to ensure that their learning is good.

73. Junior pupils continue to make good progress and gain greater confidence in their scientific knowledge. Pupils, for example, use a wider range of vocabulary to describe different sources of light and how shadows are formed. There are good links with their learning in numeracy when pupils record information in different forms of graphs. Higher attaining pupils use their literacy skills effectively when writing about their learning and show how they have good understanding of apparatus such as thermometers. All pupils apply some of their developing understanding of electrical circuits when they design Christmas trees, a good link with their work in design and technology.
74. Teaching is good. Teachers' planning is clear and detailed, making good references to what pupils need to learn. This helps teachers to make assessments of how well pupils have succeeded and promotes effective learning. Teachers use their strong relationships with pupils to establish good atmospheres for learning. These help all pupils to be confident in answering teachers' challenging questioning and they respond with great enthusiasm. Opportunities to work together develop pupils' social skills effectively. Teachers use a wide range of well-chosen resources to interest and motivate pupils, encouraging them to reflect on the world and to learn well. Support staff are very effectively used, particularly in the infant class where all are very clear of what they need to do with their groups and what the pupils need to achieve. This well-organised approach ensures that no time is lost and that tasks are matched very carefully to the needs of pupils of different ages and abilities. As a result, pupils learn well and share their growing knowledge and experiences confidently.

ART AND DESIGN

75. No lessons took place during the inspection but there is much high quality pupils' work around the school and in portfolios. This shows that the standards, by the end of Year 2, are above those found for pupils of this age. By the end of Year 4, pupils are achieving at an even higher level, often well above the expectation for pupils of that age. This is a good improvement on the average attainment described in the last report. Much of the reason for this improvement lies in the school's better guidance for teachers' planning, making good use of national guidance. Teachers are helped to give pupils a good range of activities to advance their skills in a wide range of media. Pupils show interest and enthusiasm for their work and some older pupils show an impressive knowledge and understanding of some famous artists. Pupils have some knowledge and understanding of art from different cultures, particularly through their study of life in Africa. The subject makes a very good contribution to pupils' personal development. Although no judgement can be made on teaching, it is clearly helping pupils of all ability levels to learn well.
76. Infant pupils use pencil and crayon effectively to represent views around the school. They compare these with photographs taken with a digital camera. They show increasing confidence when mixing colours and apply these skills to their paintings. Pupils use computers to contribute to their artistic development as they use an increasing range of tools in a drawing program. They use these tools imaginatively when creating fantasy pictures. They show increasing control when they make geometric pictures in the style of Piet Mondrian. These show good understanding of the restrictions that Mondrian deliberately placed on his work.
77. In the junior class, pupils develop their skills and understanding well. They show improvements in their confidence with using colour to their desired effect as they make 'jungle pictures' using a wide range of greens. Observational drawings show good attention to detail. Pupils' use of computers for creating artwork is increasingly controlled and confident. For

example, pupils use the ability to repeat images effectively in making pictures in the style of Andy Warhol. Some work is linked appropriately to their work in other subjects, for example in their study of life in Ancient Greece and Rome. These pieces of work contribute well to pupils' learning in these subjects. The good links with the local middle school are used effectively when their art teacher comes to the school to teach the pupils before they transfer. The clay work resulting from this, based on Antony Gormley's *Field for the British Isles*, is both inspirational and thought provoking for the pupils.

DESIGN AND TECHNOLOGY

78. Although no lessons were seen during the inspection, it is clear from pupils' past work that standards are above the expected levels by the end of Year 2 and Year 4. Teachers have effectively improved the range of activities for pupils since the last inspection, making good use of national guidance. This is giving pupils better experiences and leading to higher standards of attainment. The subject is managed effectively and there are good plans to ensure regular review of the school's provision. Planning makes useful references to the skills, techniques and knowledge that pupils are to acquire. Assessment of how well pupils achieve is less secure, particularly in plans for lessons in the junior class. Nonetheless, teaching is clearly helping pupils of all levels of attainment to learn at a good rate.
79. Infant pupils make designs for their work and sometimes use computers to set these out. They use an appropriate range of materials to create their finished objects. They understand the choices to be made when turning designs into patterns and then to finished objects. For example, when making fabric items, pupils look at a range of fabrics to choose the most appropriate. Higher attaining pupils show individual flair and imagination in their designs, such as for 'Teddy's waistcoat'. Pupils use an increasing vocabulary correctly when talking and writing about their work. When making fruit kebabs, for example, they describe the fruit vividly and write clear instructions to enable others to try their ideas.
80. Junior pupils build effectively on their earlier experiences. They write very clear instructions for making a simple print, based on their clay models in the style of Antony Gormley. These were produced on the computer with confident use of word-processing software. Pupils look increasingly carefully at the objects in the world around them and make good enquiries as to how things are constructed. For example, they take packaging boxes apart to see how they are made and then create their own designs. This aspect of work was weak in the last report. Pupils show originality in their designs for pages of *The Lion, the Witch and the Wardrobe* with moving parts. Here they use a good range of different fastenings, chosen to suit the different purposes.
81. Teachers make good use of design booklets to steer pupils through the process of designing and making, for example when working with pneumatics. These help pupils to set out clearly the steps they go through to realise their designs. The pupils show considerable levels of originality in their designs and increasing personal skills in making them. Good questioning encourages pupils to make evaluations of their work such as, 'I could improve my design by making it less complex'. The subject contributes effectively to pupils' numeracy and literacy development as they measure accurately and record their work in different forms.

GEOGRAPHY and HISTORY

82. The standards in geography and history for pupils in both Year 2 and Year 4 are above those expected nationally. Pupils have an increasingly better general knowledge as they move through the school. They become particularly good at using their developing knowledge to help them to understand a wide range of problems. Whilst this is similar to the last inspection's findings, improvements have been made in the way that topics and themes have been addressed and to the links made with literacy and information and communication

technology. Assessment is still at an early stage of development and is limited to coverage of topics rather than defining what has been learnt.

83. Pupils in Year 2 have a good understanding about time and how things change. In their study of the 1950s, they have looked at old and new appliances, different clothes and social conditions. They correctly spot that we use more electrical goods now and that fashions have changed. In the lesson seen with Years 1 and 2, a group of pupils were able to make a time line and put in dates for their birth and for the coronation. They knew that this was a long time ago but also knew that transport, for instance, was similar. In geography, they have studied the journeys of their class bear 'Barnaby'. They name some different parts of the world and know some details about them. In their weather work, also linked to 'Barnaby's journey', they have drawn simple comparisons.
84. Older pupils in Year 3 and 4 have good knowledge of World War II, the Romans and the Greeks from their history topics. They have, for example, extensive knowledge of how Rome was built. The present topic concerns life in the 1950s. Again, their background knowledge is good. During discussions, they quickly recall some specific detail as well as being able to write about the life of people from their research on the Internet.
85. Good teaching ensures that pupils achieve well in both subjects during their time at the school. Lessons are balanced between providing new knowledge, consolidating what is already known and using this to develop a hypothesis and better understanding. A good example of this was seen in a lesson in Years 3 and 4. Here the teacher combined history and geography through mapping work. Pupils looked at maps to discover whether towns and villages were settled by the Saxons, Vikings or Celts. The extensive research was conducted quietly, with high levels of concentration and at a quick pace. Pairs worked together very well and the quality of discussion was very high. By the end, pupils made hypotheses using information they had already gained plus what they had found out. One group concluded that Wales was settled by the Celts because the Saxons and Viking invaders had driven them out. This showed high levels of understanding. In another history lesson, pupils were excited by the teacher's use of a historical box containing various artefacts. Teaching here was exemplary. A sense of fun was heightened by the tension provided by the teacher so that when the research started pupils were keen and eager to work. The rate of learning was very high throughout the lesson.
86. Work in both subjects is planned very carefully to make maximum use of time. Hence, literacy, numeracy and information and communication technology are successfully incorporated whenever possible. The marking of work is good, particularly in Years 3 and 4 where specific historical or geographical detail is added rather than just praising the quality of presentation. Pupils with special educational needs make equally good progress. They receive good support from classroom assistants and are often given highly stimulating work geared to their own level.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Standards are above those expected nationally both by the end of Year 2 and for those pupils in Year 4. Pupils make good progress through the school because they have lively, well-informed teaching that is linked well to most other subjects. Whilst the standards are very similar to the time of the last inspection, improvements have been made in the quality of hardware and software and in the more thorough planning that now takes place. These improvements are leading to rising standards. The school has done well to continue to improve in this area from a point of strength at the time of the last inspection.
88. When children enter the school, they have average knowledge about computers. They have regular opportunities to use the machines and this enables them to learn quickly about using the mouse, keyboard and screen. During the infant years, they become more confident and begin to learn about different letters, moving a cursor around and opening programs. They

recognise that computers can be used for tasks such as drawing and word processing. The artwork using a computer drawing program undertaken in Years 1 and 2 is of a good level and is linked well to themes and topics that are taking place.

89. By the end of Year 4, pupils have a great deal of confidence. They regularly and independently write letters, reports and stories and can add graphics from the Internet. They research information, such as when they were looking for dates to do with the Queen's Jubilee. Older pupils use simple spreadsheets to tally statistics and to draw graphs. All these skills are building on well from what has gone before. By the end of Year 4, pupils undertake tasks that might be expected of pupils in Years 5 or 6, so it is clear that they achieve well in their time at the school. Pupils with special educational needs are fully involved in the work that goes on and sometimes use specific software to improve their literacy and numeracy skills. They achieve equally well.
90. The quality of teaching is good and this is the reason why pupils make good progress. All staff have had recent training and this is reflected in their good knowledge and understanding. This enables them to make effective use of the good resources in the school. Teachers plan work that is closely allied to work in other subjects. In a geography lesson, for instance, while the teacher worked with Ordnance Survey maps with part of the class, others worked with a mapping program from the Internet. A confident and very experienced classroom assistant enhanced pupils' learning. Planning includes all strands of the subject in a continuous way. Pupils often revisit an area that they have learnt new skills in to ensure that it is reinforced. The tasks set are interesting and challenging. Consequently, pupils are highly motivated and inquisitive. They look forward to using the computers and work hard when they are set a task to do. Often they discuss the work very quietly in pairs and even the youngest pupils show high levels of concentration.
91. Very good methods are used to develop better understanding. These may involve looking up information from very open questions or they might be given a very specific task to do. Year 4 pupils were asked to make simple programs up that would make a turtle move around the screen to draw out letters from their name. The classroom assistant gave out a worksheet with blanks. By experimenting, a number of pupils were soon working out new programs and built even better shapes to the letters. There were very good links to numeracy here. Pupils could explain that when turning the turtle they needed to put in '90' as this was the degrees in a right angle. They were quickly able to put in different numbers when they wanted acute or obtuse angles.
92. The pace of lessons is very high although teachers are careful to allow the pupils to experiment and test ideas. An assistant usually supports them should they have trouble, and the quality of teaching is high. The school has developed a computer suite as part of the library and most work takes place in this room. There are also computers in each classroom but these are not used so well. Plans are in hand to update the machines, to obtain more software and to plan more independent work as part of class lessons. This will give pupils even more chance to discover whether a computer is the best tool to use in any given situation. An effective start has been made on assessment although at present it is restricted to keeping notes about specific skills that have been achieved. Again, this is being refined so that teachers will have a better idea about how well pupils are doing and for pupils to understand how well they have done.

MUSIC

93. No music lessons were timetabled for the period of the inspection and no clear judgement can be made on teaching or standards. However, analysis of the school's records and discussions with teachers and pupils show that the school makes good provision, similar to that described in the last report. A specialist music teacher spends one morning a week in the school and this forms the core of pupils' music experiences. The scheme of work makes effective use of national guidance and gives pupils appropriate experiences in all aspects of

the subject. Well-planned lessons set out activities clearly with detailed references to the developing skills of pupils. Good opportunities are taken to assess how well individual pupils are progressing, and planning successfully takes this information into account. As a result, pupils of all abilities are involved effectively and helped to learn.

94. Pupils have good opportunities to listen to music in assemblies and they listen quietly. All pupils pay very good attention and recall the music later in discussions. They sing appropriate songs with developing musical skills. In lessons, particularly in the younger class, pupils sing songs and rhymes, often related to the topics they are studying. For example, infant pupils sing *Kum By Yah* during their enactment of a baptism in their classroom. All pupils use a good range of simple percussion instruments to accompany singing. In addition, they have opportunities to create their own music, sometimes representing it with symbols. They develop an increasing range of specialist vocabulary, correctly using terms such as *ostinato*, *timbre* and *tempo*. Pupils learn a variety of songs, including some from other cultures, and have good opportunities for performance, for example in school concerts and the harvest festival. Through the school, pupils learn to play the recorder and perform in small groups and 'orchestras'.

PHYSICAL EDUCATION

95. Only one lesson was seen during the inspection, so no judgement can be made about teaching or standards overall. Analysis of photographs and discussions with pupils and teachers show that satisfactory provision is made. The school provides a good range of different activities linked well to the recommended scheme of work. These include the opportunity to swim at a local pool and teams for competitive sports against other schools. Infant pupils have regular lessons to teach them about ball skills, dance and gymnastics. By the end of Year 2, their work in the observed lesson shows they are already gaining confidence in catching, throwing and team games. They reach average standards, in line with those in the last report. Older pupils build upon these early experiences and become involved in team games, dance and more formal gymnastics. Some pupils play in school teams in football and cricket. The strong local cluster of schools encourages this through regular meetings with other small schools. This contributes effectively to pupils' social development. Years 3 and 4 pupils go swimming once a week and school records show that a number of them are already swimming close to the distance expected by the age of eleven.
96. Planning indicates a suitable range of tasks that cover the nationally recognised schemes of work. Year 4 pupils are clearly pleased with what the school offers and feel that they get a suitable range. Most parents support this view although a few feel there are not enough out-of-school sporting clubs. This is not the case. Although there are only a small number of staff, they ensure that pupils are not disadvantaged. Outside visitors are used to add an extra dimension, such as Derby County Football Club which has brought players to support football training.

RELIGIOUS EDUCATION

97. By the end of Year 2 and Year 4, pupils' attainment is in line with the standards described in the locally agreed syllabus. The school has maintained the good provision and has improved the guidance for teachers in planning work for this subject. The new curriculum makes effective use of the agreed syllabus and national guidance for teaching the subject. Good plans are in place to review the curriculum and management of the subject is effective. As a result, there is evidence of rising attainment, particularly in the infant class.
98. Year 2 pupils show knowledge of a range of signs and symbols of different faiths. They recall many facts relating to Hindu rituals and compare these with Christian ceremonies. They know about different places of worship, including the Christian church and Hindu temple, and describe these using increasing specialist vocabulary. For example, pupils refer correctly to the *synagogue*, *Hanukkah* and the *menorah* when talking about Judaism. Pupils know a

range of stories from the Bible, such as the prodigal son, and retell these appropriately. Higher attaining pupils write increasingly detailed descriptions and begin to refer to the meanings behind stories.

99. Year 4 pupils build effectively on their earlier work and show this in their more detailed retelling of stories, such as the story of Joseph. Pupils reflect with increasing sophistication on their own thoughts and their lives. The school's increasing provision for discussions in lessons such as Circle Time helps pupils to reflect. This contributes substantially to their understanding of the world and their spiritual development.
100. Although only one lesson could be seen during the inspection, it is clear from planning and past work that teaching is good. Teachers have very good relationships with pupils and use these effectively to ensure that lessons are well paced. This also ensures that pupils of all ages and abilities are given appropriate opportunities to learn. As a result, all pupils behave very well, pay good attention and work hard. Teachers make good use of visitors to the school to enlarge pupils' experiences and understanding. For example, the visit of a Methodist minister to enact a baptism ceremony captivated the infant pupils and led to very effective learning. Pupils showed very good levels of respect and joined in enthusiastically with all aspects of the role-play. The teachers' organisation of the lesson was very good and ensured that the lesson was very successful. Pupils' past work shows that teachers make good use of resources such as religious artefacts to promote pupils' enthusiasm and thinking. Work in religious education promotes pupils' literacy skills well as pupils record some of their thoughts and feelings with increasing detail.