

# INSPECTION REPORT

## **STONEY MIDDLETON CE (C) PRIMARY SCHOOL**

Hope Valley, Derbyshire

LEA area: Derbyshire

Unique reference number: 112858

Headteacher: Mrs E Ely

Reporting inspector: Mrs A Coyle  
20603

Dates of inspection: 8<sup>th</sup> – 9<sup>th</sup> October 2001

Inspection number: 198532

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary controlled
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	High Street Stoney Middleton Hope Valley Derbyshire
Postcode:	S32 4TL
Telephone number:	(01433) 630520
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Spalton
Date of previous inspection:	11 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Mrs A Coyle	Registered inspector	English Art Design and technology Information and communication technology Music Foundation Stage	How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9777	Mr D Heath	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
18143	Mrs B Magson	Team inspector	Mathematics Science Geography History Physical education Religious education Special educational needs Equal opportunities	How good are the curricular, and other opportunities, offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Stoney Middleton CE (C) Primary School is situated on the edge of the Peak District in Derbyshire. It serves the surrounding rural area, which consists of owner-occupied and local authority rented properties. There are currently fewer pupils than at the time of the last inspection and the school is much smaller than other primary schools nationally; 28 girls and boys are taught in three classes. Children are admitted to the Reception-Year 1 class at the beginning of the year in which they are five. Attainment on entry to full-time education is average overall. No pupils are from ethnic minority backgrounds and none learn English as an additional language. Seven per cent of pupils are known to be eligible for free school meals, which is much lower than the national average, but a higher than average figure of 25 per cent have been identified on the register of special educational needs. No pupils have statements for their needs. All of the teaching and learning support staff were appointed in September 2001.

### **HOW GOOD THE SCHOOL IS**

This is a caring, Christian school in which the teaching and learning are satisfactory overall, and there is a significant amount of good quality teaching. The standards achieved by pupils are generally in line with the national expectations by the end of Year 6, and the effective leadership of the dedicated and hard-working headteacher helps to ensure that sound value for money is provided.

#### **What the school does well**

- Pupils achieve good standards in handwriting and observational drawing by the time they are eleven years old.
- Pupils have good attitudes to learning. They show good interest and enthusiasm in activities and relate well to each other and to their teachers.
- Levels of attendance are good; pupils are punctual for lessons and they enjoy school.
- The significant amount of good teaching is helping to raise the standards pupils achieve; particular strengths include teachers' skilled linking of curriculum subjects, a good amount of scientific investigation, and a good knowledge of art and design.
- The provision for pupils' moral and social development is good. This is a strong feature of the school, which is promoted well by all staff.
- The school works well in partnership with parents, and there are good links with the local community to benefit pupils' learning.
- The effective leadership provided by the headteacher means that all staff are supported well in their daily work.

#### **What could be improved**

- The provision for children in the Foundation Stage is not developed fully to take account of the recommended Early Learning Goals.
- Planning of the curriculum is not sufficiently balanced, the literacy hour has not been fully implemented and assessment information is not used well enough to assist planning.
- The subject co-ordinators do not yet monitor the quality of teaching and learning rigorously and the governors are insufficiently involved in evaluating the school's provision.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in November 1997, it has made a few improvements to its provision, but ill health amongst teachers and significant staffing changes have had an adverse effect on the overall level of improvement. The previous key issues included the need to devise schemes of work for all subjects and these have been drawn up by the headteacher in outline form. The current quality of teaching is mainly satisfactory. However, the school does not fully implement the National Curriculum programmes of study and the literacy hour. Assessment procedures have been improved, and they are beginning to be used to assist planning and raise standards. The attendance procedures are better than they were four years ago and pupils with special educational needs now

have appropriate individual education plans. The school has appointed several new governors and its capacity to improve further is now secure, because the staff and governing body are committed to developing the provision.

## STANDARDS

The results of the standardised tests at the end of Years 2 and 6 show that attainment varies considerably from year to year due to the very small numbers of pupils involved. Therefore great caution is needed when interpreting the results and no clear trends can be identified. However, the inspection findings show that pupils attain standards that are in line with the national expectations in English, mathematics and science at the end of Year 6.<sup>1</sup> The school has devised realistic targets for improving pupils' attainment, which it is set to achieve, and it has identified the need to focus specifically on creative writing. Children in the Foundation Stage increase their knowledge and skills steadily, so that by the time they reach the end of the Foundation Stage, they achieve appropriate standards in most areas of learning, except physical development.<sup>2</sup> At Key Stages 1 and 2, the pupils make sufficient progress in the core subjects of English, mathematics and science, and those with special educational needs make sound progress because they are closely guided by learning support staff. All pupils across the school achieve satisfactory standards in art and design, design and technology, and information and communication technology. However, the limitations in planning the curriculum hinder the progress of the most capable pupils who are not achieving as well as they could, especially in geography, history, physical education and religious education where standards are below the national expectations.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about school and show good interest in activities.
Behaviour, in and out of classrooms	Satisfactory overall, and often good. The majority of pupils are well behaved in lessons and at play.
Personal development and relationships	Good. Pupils are willing to take on responsibilities and they relate well to each other.
Attendance	Good. Pupils are keen to come to school and they are generally punctual.

Pupils' good attitudes to school and their good relationships with each other are strengths of the school.

## TEACHING AND LEARNING

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

### <sup>1</sup> ON LEVELS

By the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who achieve Level 5 are therefore attaining above nationally expected levels.

### <sup>2</sup> ON EARLY LEARNING GOALS

From September 2000, QCA (Qualifications and Curriculum Authority), has introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development.

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

Taking into account the quality of teaching and learning as shown in pupils' work from different subjects of the curriculum, as well as the number of lessons seen, the quality of teaching is satisfactory overall, with a significant amount of good teaching. The best teaching is in science and this is reflected in the sound standards achieved by pupils across the school. The small amount of less than satisfactory teaching is due to the fact that the school has only very recently appointed several new members of staff and there has not yet been time to develop training programmes. Numeracy skills are taught appropriately, and the literacy hour is partly in place. Pupils who have special educational needs are taught effectively and children in the Foundation Stage are integrated appropriately in the Key Stage 1 class. Strengths in teaching include good cross-curricular links, plenty of scientific investigations, and teachers' good knowledge of art. However, teachers have yet to update their knowledge of the requirements for planning the teaching of history to pupils at Key Stage 2 and their expectations of the most capable pupils are sometimes too low.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all of the required subjects. However, planning is not sufficiently balanced, because some of the National Curriculum programmes of study, the literacy hour and the agreed syllabus for religious education are not implemented fully. The curricular provision for children in the Foundation Stage is not planned to the recommended Early Learning Goals.
Provision for pupils with special educational needs	Pupils are guided effectively by learning support assistants and teachers. However, individual education plans lack precise details.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is a strong feature and pupils are encouraged to show care and concern for others. Spiritual and cultural development is promoted appropriately across the curriculum.
How well the school cares for its pupils	Appropriate procedures are in place for supporting pupils and there are effective procedures for ensuring child protection and pupils' welfare. However, assessment information is not yet used well enough to help teachers plan future work.

The school's partnership with parents and its links with the local community are good. The information provided for parents is sufficient, and an appropriate range of extra-curricular activities extends the curriculum.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed efficiently by the dedicated and hard-working headteacher. Staff provide sound support, although the co-ordinators' roles are not yet fully established due to the recent changes in staffing.
How well the governors fulfil their responsibilities	Satisfactory. Governors are supportive of the school, and they are keen to develop their roles further.
The school's evaluation of its performance	Monitoring procedures are not fully developed by the subject co-ordinators and governors.
The strategic use of resources	Satisfactory. The school's resources for learning are used effectively.

The school has an appropriate number of qualified staff. The accommodation and resources are satisfactory overall, although there is no hall and the playground is very small. Nevertheless, the

school uses the local area well to extend pupils' learning and it seeks to ensure that best value principles are satisfactorily applied.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Children enjoy school.</li><li>• Teachers are approachable.</li><li>• The school works closely with parents.</li></ul>	<ul style="list-style-type: none"><li>• More information about children's progress.</li><li>• Homework is inconsistent.</li><li>• More extra-curricular activities.</li></ul>

The inspectors agree with the positive comments made by parents. Children enjoy school, members of staff are approachable and there are good partnerships with parents. The inspectors do not agree with the negative comments, but find that the amount of information and homework is appropriate, and that the school provides a reasonable range of extra-curricular activities, given its limited outdoor accommodation.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The youngest children start school with average attainment on entry in personal independence, speaking, listening and mathematics. They make satisfactory gains in their learning as they progress through the Foundation Stage, and they attain the expected standards in personal, social and emotional development, communication, language and literacy, mathematical development, creative aspects and knowledge and understanding of the world. However, the limited outdoor space and the lack of suitable resources restrict children's attainment in physical development, although the school does its best to provide appropriate activities when possible.
2. Currently, pupils attain standards in English that are in line with the expected levels overall, by the age of seven and eleven years, although there is significant variation from year to year and across the mixed age classes. Due to the small number of pupils in each year group, it is not possible to make comparisons with other schools or identify trends in the standardised test results. Since the last inspection the school has introduced the National Literacy Strategy, although this has not been implemented as fully as it might have been, and standards have generally been lower at Key Stage 1 than at Key Stage 2 over the last four years. The current inspection findings show that by Year 2, most pupils have made reasonable progress in listening, but speaking skills are not well developed. Nevertheless, additional help is provided for pupils to help them gain confidence and fluency. Pupils read a variety of texts and they recognise a variety of styles for a specified audience, such as poems and stories. Writing skills are generally satisfactory. The majority of pupils write fluently and legibly, taking care to form letters properly. Standards in spelling are less well developed because pupils do not have sufficient knowledge of phonic blends and word-building techniques. By Year 6, the oldest pupils listen well to the views of others and have a growing confidence in expressing their opinions. Most pupils read with satisfactory understanding, both fiction and non-fiction books, and they use indexes, glossaries and the contents page of reference books and printed materials. However, the most capable pupils are not given enough challenging work and computers are not used extensively for research purposes. Good handwriting skills are encouraged by the good role models provided by staff, and poetry is a strong feature of the subject. The school has appropriately identified creative writing as a target for further improvement.
3. In mathematics, standards are currently in line with national expectations for pupils at seven and eleven years of age. As the numbers in each year group are very small, and vary considerably from year to year, care needs to be taken when considering the results of the standardised tests over the last four years, especially as the number of pupils with special educational needs also varies considerably each year. Currently, pupils at both key stages make satisfactory progress overall in number, shape, space and measure, and in data handling in Key Stage 2. Since the previous inspection, the National Numeracy Strategy has been introduced effectively, and pupils gain knowledge and skills in mental calculations, practical activities and written recording of number tasks in daily numeracy lessons. However, for pupils at Key Stage 2, progress in using data handling skills in other subject areas is unsatisfactory and they rely heavily on adult support with tasks in each year group. Across the school, teachers do not expect enough of the most able pupils and computers are not used well to support numeracy skills, such as data handling.
4. The inspection findings for science show that throughout the school, standards are in line with expected levels by the time pupils are eleven years old, and similarly for pupils aged seven. Pupils at both key stages make satisfactory progress overall in all units of work. Teachers' secure subject knowledge helps to ensure that lessons are interesting and based on practical investigations, such as exploring the habitats of mini-beasts. The oldest pupils at Key Stage 2 make good, sensible predictions, although many pupils struggle to use the appropriate vocabulary and have only limited knowledge of the structure and presentation of written experiments. The use of diagrams, tables and charts is not as advanced as they might be for pupils at the age of eleven.

5. Standards in art and design, design and technology, and information and communication technology are generally in line with the national expectation by the time pupils leave the school and pupils' progress in learning is sound in relation to their starting point on entry. Progress is mainly satisfactory in the core subjects of English, mathematics and science as pupils move through Key Stages 1 and 2, with no significant differences in the achievements of girls and boys. However, learning in some subjects, such as geography, history, physical education and religious education, is not secure and standards are too low, especially amongst the most capable pupils, because teachers do not plan well enough to the National Curriculum programmes of study to ensure continuity across the phases of pupils' education.
6. Pupils with special educational needs are identified by school based and national tests, and also through teacher observation. They are identified according to the requirements of the Code of Practice and individual education plans are prepared with broad targets for improvement agreed, sometimes with the involvement of parents. The progress of each pupil is monitored carefully so that outside specialist support can be arranged with the local authority if special needs persist. The class teachers undertake additional monitoring of progress in classrooms on a more regular basis. As a result of this co-ordinated approach that also involves specialist agencies, pupils with special needs make satisfactory progress towards achieving their individual educational targets.

### **Pupils' attitudes, values and personal development**

7. Pupils' good attitudes to school have been sustained since the last inspection and they make a good contribution to pupils' learning. The children enjoy coming to school; they arrive in good time and lessons start promptly. Attendance at the school is good and unauthorised absence is less than the national average. Parents are proud of the pupils' behaviour, standards of courtesy and dress. Outsiders, seeing pupils on school trips, praise the way that pupils behave.
8. The majority of pupils show good interest in lessons and school life. They maintain good concentration and they especially enjoy discussing the subject being taught. A good example of this was seen in an English lesson about 'atmosphere' for the older pupils. They listened to music and were able to describe the mood of the music by using a good vocabulary. The youngest children in the Foundation Stage behaved sensibly, demonstrating their ability to listen quietly and to concentrate during the story lesson at the end of the school day.
9. Behaviour throughout the school day is mainly satisfactory, and often good. Children play together well at break times and there were no incidents of bullying witnessed during the days of the inspection. Pupils act with maturity during lunchtime, eating and enjoying their cooked meal and conversing well with their table peers. The majority of older pupils behave well during lessons and on occasions when standards slip they respond well to the teachers' prompting. The younger children know the school's code of conduct off by heart, but they have not yet put all the rules into practice. There have been no exclusions in the school during the last year.
10. Relationships between pupils and between pupils and teachers are good, resulting in a good learning environment. The older pupils show that they are growing up to become good citizens. They act responsibly and they are very helpful in preparing the room for assemblies and for lunchtimes.

### **HOW WELL ARE PUPILS TAUGHT?**

11. The school has maintained the overall satisfactory quality of teaching since the last inspection. Currently, one in three lessons are good and most of the remainder are satisfactory. A small amount of teaching is less than satisfactory. This is mainly due to the fact that there has been a complete turnover of staff this year and there has not been time yet to devise a programme of training needs for those who are new, or returning, to the profession.
12. The quality of teaching and learning for children in the Foundation Stage is satisfactory. Pupils develop positive attitudes to learning and behaviour, which equip them well for school life. A sound balance is achieved between direct teaching and the learning activities in which children engage. All adults encourage children to make personal choices and work independently, as

well as with each other, and this is an important factor in the way children develop good personal and social skills. For example, children are made to feel valued and the class rule, *'To be kind to one another'* helps them to think about the way they behave towards others. Staff relate calmly and sensitively to children's needs in a positive and encouraging manner. This results in the children being clear about what they should do. However, regular assessments of what children know, understand and can do when they begin the reception year are not yet used effectively to plan the curriculum. As a result, the planning is linked inappropriately to the National Curriculum programmes of study, instead of the specific Early Learning Goals for children in the reception year.

13. At Key Stage 1, the quality of teaching and learning is sound overall across the curriculum. Teachers are beginning to relate their successful teaching strategies in the numeracy sessions to improve other subject lessons. For example, they mark pupils' work carefully and identify targets for improvement. This contributes positively to the overall quality of teaching. Teachers start lessons appropriately by recapping on previous learning and introducing new information and skills through direct exposition and demonstration. Pupils then work to consolidate this learning, either in groups or independently, and sometimes come together as a whole class at the end of the lesson to share what they have learned and to evaluate what they have done. Notably, classroom assistants make a valuable contribution to learning throughout the school. They are prepared well for all lessons, carefully briefed by teachers and they relate well to pupils and teachers in a professional and supportive manner.
14. The quality of teaching and learning is satisfactory overall at Key Stage 2. The best practice was seen in a science lesson where the good teaching had a positive effect on pupils' learning. In this lesson, pupils made good progress in learning about the habitat of worms in a *'Wormery'* because the teaching was based on strong subject knowledge and good organisation of the activities. Teachers use a satisfactory range of effective teaching methods and link subjects well. For example, good links are made between mathematics and science investigative work, where pupils practise their skills with graphs, fractions and percentages whilst undertaking scientific experiments. Teachers know their pupils well and take a sympathetic view when they have difficulties. The pace of most lessons is sound, although there is a lack of challenge for pupils of higher ability generally across the school. Helpful feedback is given to pupils in lessons, and sufficient homework is set for pupils to research new topics or extend their understanding. Teachers work hard to display pupils' work in all subjects, especially in art and design. For example, the good displays of pupils' work on *'Bark rubbing'* and *'Fruiting trees and shrubs'* are mounted well. These remind pupils of work well done, helps to raise their self-esteem and encourages them to work hard.
15. The school has focused on developing pupils' skills in numeracy, in line with national initiatives, and teaching is effective. However, the literacy hour has not been implemented fully and too few opportunities have been given for teachers to update their subject knowledge of the National Curriculum programmes of study. This is having an adverse effect on teachers' planning and pupils' progress across the year groups within the mixed-year classes.
16. The quality of teaching of pupils with special educational needs is satisfactory overall. There is some good targeted teaching of pupils in Key Stage 2, so that they receive help with number and literacy skills in small group teaching situations. However, only a small number of pupils benefit from this support and, as individual education plans lack precise details, the teaching does not always focus accurately on individual need. For lessons within the classroom, there are many good links between teachers and other adults, enabling pupils with special needs to be managed well and achieve their lesson objectives. However, the school has insufficient strategies and practical resources for these pupils so that they can work independently of adult support. Teaching strategies of sensitive intervention and support are not planned in sufficient detail to ensure pupils can access the tasks independently and prove successful in their achievement. As a result, in some lessons the work for pupils with special educational needs lacks appropriate challenge and structure.

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

17. The curriculum includes all the required subjects of the National Curriculum and areas of learning for pupils at Key Stages 1 and 2, and children in the Foundation Stage. However, it is not sufficiently balanced, because although it meets the requirements for the core subjects of English, mathematics, science, the programmes of study for history, information and communication technology and physical education are not delivered in full. For example, in physical education, the limitations in the accommodation are restricting the ability of the school to meet statutory requirements for the teaching of gymnastics. The curriculum for religious education contains plenty of focus on Christianity, but it does not meet fully the requirements of the locally agreed syllabus for voluntary controlled schools. The school has adopted the numeracy strategy successfully and it gives a good allocation of teaching time to the delivery of mathematics. The use of the strategy is providing satisfactory improvement in raising standards. The literacy strategy is partially in place, but currently the teaching in literacy lessons is insufficiently matched to the strategy to help raise standards in English at both Key Stage 1 and Key Stage 2. This is despite the fact that the teaching of English receives a considerable amount of teaching time, well above nationally recommended levels. The teaching of science and physical education is in line with nationally recommended teaching times. Other subjects of the curriculum receive varied amounts of teaching time and are generally low when compared with other schools nationally. There is a slight variation between the school and other schools nationally in that the recommended overall teaching time is slightly below the national recommendations for teaching at Key Stage 1, and slightly above the recommended level at Key Stage 2.
18. There have been some improvements to the planning of the curriculum since the last inspection and the school is currently considering the adoption of recently published nationally recommended schemes for all National Curriculum subjects. Satisfactory provision is made for pupils' personal and social education in lessons. However, overall planning is unsatisfactory. For example, the school does not plan specifically to the recommended Early Learning Goals for children in the Foundation Stage. At Key Stages 1 and 2, policies and schemes of work are in place for all National Curriculum subjects, but they do not currently match the units of study of the statutory curriculum for pupils in each age group. Nevertheless, teachers make good efforts to provide opportunities for cross-curricular provision so that pupils' skills are consolidated across the curriculum. For example, in a topic on environmental science good links have been achieved for the pupils at Key Stage 2 between topics in science, geography and art. The pupils have designed a nature reserve with the help of Peak District National Park wardens, so that wild life is encouraged to live there. They have also assisted in the clearing of the chosen site in the village and made drawings in art, which will be incorporated in the tree trunk wooden seat to be created by a local sculptor. Teachers give satisfactory consideration to the preparation of long-, medium- and short-term planning of the core subjects of literacy, numeracy and science, but the planning of other National Curriculum subjects is less detailed. Plans have been agreed to track pupils' coverage of knowledge and skill development more closely in each curriculum area. Evaluation of teaching and pupils' learning after each lesson is in the early stages of development.
19. The range of extra-curricular activities is sound. During each school year there are sporting, musical and information and communication technology activities arranged. The school gives good consideration to the development of citizenship and care in the community. This aspect of the curriculum receives considerable focus. For example, pupils welcome senior citizens and other friends of the school to their special events, and they also join in enthusiastically with local village activities. For example, the school recently helped to raise funds to provide a notice board in the village for use by local organisations. At Christmas, pupils invite the senior citizens to concerts and the carol service. The flower festival and '*Well-Dressing*' events each July involve most local residents and the school with processions along the village street, services in the local church and traditional ceremonies held in the village.
20. All pupils with special educational needs receive access to the National Curriculum alongside other pupils in their peer groups. Following assessment, pupils are identified appropriately at various stages of need, and the provision is arranged according to the requirements of the Code of Practice. There are currently no pupils with statements of special need currently enrolled in the school, but satisfactory arrangements are in place for identification and provision if

necessary. The school has limited provision for disabled pupils because of the sloping nature of the site and the access to the upstairs classroom. Since the last inspection, the school has made satisfactory improvements to its provision by making sure that individual education plans are prepared, sometimes with the help of outside specialist agencies. These plans broadly identify stages of progress and list agencies involved in that provision. Regular reviews of progress are arranged.

21. Sound links are established between the school and the feeder high school and also with the local playgroup. The school participates in a series of induction arrangements for the pupils in Year 6, which provides good preparation for secondary education. Young children about to start in the Foundation Stage visit school on several occasions in the summer term prior to their entry. Useful links are forged with university teacher training institutions, and the school welcomes student teachers on occasions. There are good links established with local businesses who offer donations and equipment to the school, and the local area is used effectively to benefit pupils' learning.
22. The provision for the spiritual, moral, social and cultural development of the pupils has been maintained since the last inspection and is good. The school makes good provision for social development, especially through the good arrangements that are made to involve pupils in citizenship activities, both in the village and for wider world communities. Charity collections are made annually. Good provision is also made for moral development. Pupils know right from wrong. Their teachers and other adults provide them with good role models, and promote opportunities to develop moral understanding. Pupils have many good opportunities to appreciate their own cultural heritage. They visit historical sites, National Trust properties, museums and art galleries as part of the school's programme to enrich the curriculum. Some provision is made to help pupils respect, trust and understand the traditions, cultures and beliefs of people from other cultures, although this element of the curriculum is not strong. The study of African artwork during this school year is planned in the curriculum. Some attention is given to understanding and respecting the beliefs and customs of believers of major world faiths. Occasionally visitors from other countries and faiths visit the school. However, the celebration of cultural diversity is limited. Pupils' spiritual development is soundly promoted across the curriculum. Times of reflection and spiritual awareness occur incidentally, but are not formally planned in the curriculum planning. During lessons, some teachers build on these experiences skilfully; for instance, pupils in Year 1 showed amazement when the computer screen filled their pictures with colour when programmed, but in other classes opportunities to develop and appreciate wonderment are missed.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

23. The school has sound procedures in place for the support, welfare and guidance of its pupils and all children are cared for well. Teachers and school staff know the pupils very well and they aim to make the children feel safe and happy so that they can progress in their development. However, some of the statutory weaknesses observed in the last inspection are still present, such as the need to include attendance statistics in the governors' annual report.
24. There are good arrangements to check the children's health. The nurse visits on a regular basis to give medical checks and to assist with the older children's sex education. Equipment is checked by professionals and there are fire drills at least every term. The child protection policy follows local authority guidelines, and there is a designated person responsible.
25. Since the last inspection the school has introduced a new computerised monitoring system that makes it easy to produce the attendance and absence statistics required by law to be published in the governors' annual report to parents. The small numbers at the school make it easy for staff and the secretary to know the pupils present. The key issues noted in 1997 have been addressed in the main, but during the inspection, attendance registers were not consistently marked at the beginning of the afternoon lessons and the registers were not taken to the office until the end of the week. The school is aware of the need to tighten up its procedures and make sure that practice is consistent.

26. There is an effective strategy for the promotion and monitoring of good behaviour, and for eliminating bullying, based on a rewards and sanctions system that works well. The inspection took place early in the school year and after staff changes; consequently some of the very youngest children have not yet learned to follow the school code of conduct, but members of staff deal consistently with any misbehaviour.
27. Procedures for assessing and monitoring pupils' attainment and progress are appropriate. Teachers know their pupils well and there is also much informal assessment of attainment taking place in the classrooms. Formal assessments are undertaken to supplement individual class teachers' own records. For example, entry assessments are carried out appropriately when children first join the school, and individual targets for improvement are starting to have a positive impact on pupils' achievements. The school has a marking policy and day-to-day marking is satisfactory. Teachers provide useful analysis of what pupils have been doing to help them achieve a better standard of work. However, assessment information is not used sufficiently to assist curricular planning.
28. The pastoral care and attention given to pupils with special educational needs are good. The teachers and classroom assistants are committed to their inclusion and integration in all school activities. With good levels of co-operation between teachers and classroom assistants, effective help is provided and pupils feel that they are valued members of the school community. The formal assessment procedures are satisfactory and meet local authority requirements. The special needs of each pupil are identified accurately, although the use of assessment to measure progress in number work and literacy is still developing.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

29. Since the last inspection the school has maintained the good partnership with parents and the local community. This partnership makes a good contribution to the pupils' standard of education.
30. At the pre-inspection meeting parents agreed that they are well informed. There are regular newsletters, the school prospectus and the home-school agreement. The annual pupil reports show progress in the subjects and there is good detail on pupils' personal development, but the targets for improvement are not sufficiently specific. The governors' annual report is useful to parents, giving information on the school year, but there are still omissions as found at the last inspection, such as details of attendance, and no mention of the progress made regarding the previous key issues.
31. The school successfully operates an open door policy for parents. Parents are invited into school for termly consultation evenings, for open day and for information evenings. The Friends of the school are very successful in organising social and fundraising events that help to provide valuable additional educational resources for the benefit of the children. Several Friends and parents help the school on a regular basis by listening to readers, helping with sports activities, the after school youth club and by teaching German to the older pupils.
32. Arrangements for the involvement of parents in the work of the school to improve the provision and assessment of pupils with special educational needs are satisfactory overall. Good informal partnerships are in place and are valued by parents. However, formal procedures are not always followed as required by the Code of Practice. At present, few parents are invited into school to be involved in the preparation of education plans, as suggested in the Code of Practice.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

33. The leadership and management of the school are sound overall, with good features. The headteacher provides effective leadership to colleagues and has engendered supportive teamwork amongst staff. Following the last inspection, the school has appropriately addressed the key issue relating to ensuring that outline schemes of work are drawn up for each subject area. However, staff illnesses and significant staffing changes have meant that school improvement has not been as thorough as it might have been and there are still a few

outstanding issues to be addressed. For example, statutory requirements are not met entirely because the school does not implement the National Curriculum programmes of study fully and the National Literacy Strategy has not been introduced to its full effect. Although assessment procedures have been improved a little, they are not used sufficiently to assist planning and help raise standards. Nevertheless, the school now has sufficient capacity to improve further.

34. Changes related to school governance have taken place and several new governors have been appointed, including the appointment of a new chairman. With the support of the governing body, the headteacher has identified priorities and has drawn up a school development plan, which provides a sound basis for current needs, and lends itself to discussion and amendment to ensure future development. The staff and governors have clear aims for the school that help to foster positive attitudes and good relationships amongst pupils, as well as reflecting the caring ethos evident at the time of the last inspection. Governors are supportive of the headteacher, with whom they have established effective working relationships, and a small number of governors are regularly involved in the life of the school. However, although much of the school's work is known to governors, monitoring and the evaluation of the provision is unsatisfactory because the governors' insight into the progress made in addressing shortcomings in the school is mainly gained through the headteacher's detailed reports presented at meetings and not through established procedures.
35. The roles and responsibilities of the subject co-ordinators are not yet developed fully. This aspect of management is in the early stages of development due to the fact that all of the teachers and the support staff have been newly appointed to the school this term. For example, the monitoring, evaluation and development of teaching is not yet fully established because staff are still settling in to their new roles.
36. The management of the provision for pupils with special educational needs is effectively undertaken by the headteacher who liaises appropriately with the governing body. Generally, the school's documentation provides satisfactory information for parents about present arrangements for the provision. A link governor for special educational needs has been appointed who meets termly with the headteacher to discuss any issues arising.
37. The additional assistants in the school provide effective support to teachers and pupils. The school provides useful induction for new teachers, supply staff and students and the recent in-service training has benefited staff in their knowledge of the National Numeracy Strategy. However, training opportunities have not yet been agreed in order to improve and update staff knowledge generally and especially in the implementation of the National Literacy Strategy. This is a matter in urgent need of attention. The administrative staff are suitably trained and experienced and they assist effectively in the smooth running of the school. There are sufficient midday supervisors to ensure that the school runs smoothly and the caretaker makes a significant contribution to the work of the school.
38. The school accommodation is satisfactory overall, although there is no hall and the sloping playground is very small. Classrooms are clean, warm and light and the displays throughout the school are colourful. The range and quality of resources are mainly satisfactory, but they are limited for children in the Foundation Stage, especially in relation to the outdoor curriculum, because there are too few suitable toys to extend their physical development.
39. Sound financial planning supports the priorities and satisfactory value for money is provided. The headteacher provides governors with appropriate guidance and termly updates on expenditure. The school applies the principles of best value effectively to make sound use of its resources, and it uses new technology appropriately for managing the school budget. Day-to-day financial arrangements are effective. All funds have been efficiently used for the purposes for which they were granted and link to the raising of pupils' attainment.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

40. In order to raise standards, the headteacher, staff and governors should:

- i. improve the balance of the curriculum at Key Stages 1 and 2 by:
  - making sure that the National Curriculum programmes of study, the literacy hour and the agreed syllabus for religious education are implemented fully;
  - using assessment information more rigorously to help teachers plan their work, and to challenge the most capable pupils;
  - increasing the training opportunities for staff to update their knowledge generally, but especially in the National Literacy Strategy and the Early Learning Goals;

*(paragraphs 2, 3, 5, 12, 14, 15, 17, 18, 27, 33, 37, 52, 57, 64, 68, 71, 74, 77, 78, 80, 81, 85, 86, 87, 89, 90 – 92)*

- ii. improve the provision for children in the Foundation Stage by:
  - developing the curriculum to take account of the Early Learning Goals;
  - providing suitable resources for outdoor play.

*(paragraphs 1, 12, 38, 42, 44, 47)*

- iii. improve the management of the school by:
  - developing the roles of the subject co-ordinators to include monitoring the quality of teaching and learning throughout the school;
  - providing further training for governors to enable them to undertake rigorous evaluation of the school's strategic development.

*(paragraphs 34, 35, 53, 64, 68, 71, 77, 82, 86)*

In addition to the above, there are a few minor areas for improvement indicated in paragraphs 22, 23, 25 and 29. These relate to providing more precise details in the individual education plans for pupils with special educational needs, developing multi-cultural education, and including all of the required information in the governors' annual report to parents.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	6	10	2	0	0
Percentage	0	0	33	56	11	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	28
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	7

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

### Attendance

#### Authorised absence

	%
School data	4.8
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### **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	28
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	11
Average class size	14

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	15

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/01
	£
Total income	119,847
Total expenditure	119,849
Expenditure per pupil	3,867
Balance brought forward from previous year	5,696
Balance carried forward to next year	5,694

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	2.5
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	28
Number of questionnaires returned	20

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	40	0	0	0
My child is making good progress in school.	50	35	0	0	5
Behaviour in the school is good.	40	50	0	0	10
My child gets the right amount of work to do at home.	30	45	15	0	10
The teaching is good.	55	40	0	0	5
I am kept well informed about how my child is getting on.	65	15	10	0	10
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	70	25	0	0	5
The school works closely with parents.	55	40	0	0	5
The school is well led and managed.	55	30	0	0	15
The school is helping my child become mature and responsible.	60	20	0	0	15
The school provides an interesting range of activities outside lessons.	30	45	20	0	0

### Other issues raised by parents

Fourteen parents attended a meeting held at the school and three parents wrote to the registered inspector. The majority of comments were positive and parents expressed their satisfaction with the education provided by the school. Most parents noted that their children like school, the teachers are approachable and the school works closely with parents. A few parents would like the school to provide more homework, more information about pupils' progress and a wider range of extra-curricular activities.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

41. Since the last inspection, the school has maintained a similar level of provision for the youngest children in the school to that found in November 1997. For example, children are admitted in the year of their fifth birthday, and the entry assessments conducted when they first start show that attainment is average overall. Due to recent significant staffing changes, there is currently a new teacher in the reception class, supported by a new learning assistant. Children are integrated appropriately into the Key Stage 1 class, although planning and assessment are not yet developed fully to take account of the nationally recommended Early Learning Goals. Nevertheless, adults are enthusiastic and share positive relationships with the children and their parents. They are sensitive to the needs of young children and provide a well-organised range of appropriate activities. They have shared aims and objectives, and this has a positive effect in ensuring that the learning is enjoyable, safe and secure at all times.

#### **Personal, social and emotional development**

42. Children make satisfactory progress, and are well on the way to achieving the expected standards by the time they reach the end of the Foundation Stage. There is often a 'buzz' of interest during activities and children are encouraged to think independently and to behave sensibly as they play with equipment. Children sustain concentration for reasonable periods. They are all expected to help with jobs in the classroom during the day; for example, they help their teacher by tidying away the jigsaws at the end of lessons. As a result, they learn to respect each other and distinguish between right and wrong. Teaching is sound in this aspect and children respond well to clear guidance from adults who provide positive role models. There is a happy, welcoming environment in the upstairs classroom where everyone is made to feel special. Routines are established quickly and children know clearly what is expected of them within a purposeful environment. In addition, consistent messages are given to children from the time they enter school about the importance of valuing each other and appreciating achievement. For example, the class rule, *'To be kind to one another'* helps them to think about the way they behave towards others. Children are made to feel that their ideas and contributions are valued and a good range of resources and opportunities are used to promote learning in social skills. Adults provide a happy atmosphere where the joy of learning is evident.

#### **Communication, language and literacy**

43. Children make satisfactory progress in developing their skills and they achieve appropriately by the time they leave the Foundation Stage. Children talk in sentences and are beginning to give reasons for their answers; they talk about the sequences of events in stories, such as *'Elmer the Elephant'*, using the picture clues. However, children use a limited range of vocabulary by the time they are six. Children handle books with care and they enjoy browsing through books, knowing that the printed word communicates meaning. For example, they follow stories such as *'Little Red Riding Hood'* and *'Sleeping Beauty'* and they know that words are read from left to right. They are given plenty of opportunities for writing and they make good attempts to form letters correctly. The quality of teaching and learning is satisfactory. However, children's experiences in communication, language and literacy are not planned specifically to the recommended Early Learning Goals, but to the National Curriculum for Key Stage 1. This is not appropriate for these youngest children in the school. Nevertheless, adults motivate children well and intervene by inviting them to talk about their work. A strength in teaching is the way adults work together well as a cheerful team.

#### **Mathematical development**

44. Children make satisfactory progress and attain appropriate standards by the time they reach the end of the Foundation Stage. They count up to, and beyond, ten and they are beginning to understand *'more than'* and *'less than'*. With adult help, they count up the number of children present each day. Children recognise triangles, circles and squares confidently, but they are not

yet able to recognise the properties of three-dimensional shapes, such as spheres and cylinders. However, there are good opportunities provided to help them learn; for example, they enjoy using the 'Feely Bag' to find a shape and then try to describe it to their teacher, before using them to build images of 'cats', 'trains' and 'houses'. Children sequence patterns and thread beads in a repeating pattern with adult support. The quality of teaching and learning is satisfactory. Adults are enthusiastic and encourage children to use number in everyday situations around the classroom. Useful questions, such as 'How many sides does a triangle have?', and activities, such as modelling with soft materials, are used to stimulate interest and guide children's observation of different shapes. Teachers present lessons in an enjoyable way that young children relate to well. As a result, they become well motivated and work happily on mathematical tasks. The potentially higher attaining children are not always challenged sufficiently, although there are plans to provide more extension activities for them.

### **Knowledge and understanding of the world**

45. Children make sound progress and attain the expected standards by the end of the Foundation Stage. Staff use questions appropriately to guide children's observations and promote discussion about growth and development. Children develop their observation skills well, but do not always enquire as to why things happen. They demonstrate reasonable control when using the computer, operating the mouse effectively to play games and complete artwork. They know how to change the colour on a computer screen, and move the cursor effectively to draw shapes of their favourite animals. Children have a little awareness of times past and are able to talk about old and new toys. Teaching and learning in this area of learning are satisfactory. Activities are interesting and challenging; for example, children enjoy making 'Rain hats' for their teddy bears out of waterproof materials. Adults make effective use of questions to extend knowledge and understanding and appropriate opportunities are taken to develop and extend children's vocabulary. Teaching of investigative skills is sound because adults encourage children to develop their observational skills carefully.

### **Physical development**

46. Children do not make enough progress or attain the expected goals for their age. This is because the school has very limited facilities for the age group and too few suitable resources for outdoor play. Although children improve their small manipulative skills by using pencils, crayons, scissors and paint brushes effectively, their hand-eye co-ordination and body control are not developed well because there are not enough daily opportunities for them to climb, slide and balance on playground equipment. As a result, children's spatial awareness is limited due to the difficult, sloping site and the lack of a school hall for gymnastic activities. Teaching and learning are unsatisfactory, given the limitations of the provision, and there are too few opportunities for children to develop physically through movement and dance. However, the school does its best to provide appropriate activities when possible.

### **Creative development**

47. Children achieve the expected standards for their age and they make sound progress. They have good opportunities to paint, draw and create simple collage pictures, based on themes such as, 'Harvest Time'. There are frequent opportunities for children to explore colour, texture, form and space in two and three dimensions, such as in their work on 'Hot Air Balloons' and children can name secondary colours such as purple, green and orange. Some children make thoughtful comments about the shapes of objects; for example, when using their imaginations to describe balloons, as shaped 'like a lightbulb' and 'multi-coloured'. Teaching and learning are satisfactory overall. A sound range of experiences is provided and children are appropriately challenged in their work. The good quality opportunities for occasional role-play activities help children to increase their social skills and contribute effectively to their use of imagination. For example, they enjoy pretending to be 'Travel Agents' and discuss their holidays happily with visiting adults. Children join in with Key Stage 1 assemblies happily. They sing tunefully and are beginning to learn some of the songs by heart.

## **ENGLISH**

48. Standards are currently in line with the expected levels overall for pupils aged seven and eleven years, although there is significant variation from year to year and across the mixed-age classes. No clear trends can be identified from the standardised National Curriculum tests, because very few pupils take the tests each year due to the small cohort size, and it is not possible to make comparisons with other schools.
49. In speaking and listening activities, pupils quickly begin to join in with class discussions when they start school and they are keen to answer questions. By Year 2, most have made reasonable progress in listening skills; for example, pupils enjoy hearing fairy stories such as *'Little Red Riding Hood'* and they follow instructions appropriately. However, speaking skills are not generally well developed amongst pupils, some of whom require additional support to help them gain confidence and fluency. Nevertheless, by Year 6, the oldest pupils listen well to the views of others and have developed a growing confidence in expressing their opinions. They learn not to interrupt and show by their actions and their answers that they have understood instructions. A few pupils still find this difficult, but teachers use effective strategies to overcome problems and encourage all pupils to take turns and fit in appropriately.
50. Reading skills are satisfactory by the end of Key Stages 1 and 2, but standards vary from year to year in the mixed-age classes. With constant encouragement, pupils in Years 1 and 2 begin to read a variety of texts and can recognise a variety of styles and for a specified audience. For example, they enjoy books about *'Elmer the Elephant'*. The older pupils in Year 6 know how to structure vocabulary in poetry to make a required impact on the reader and understand that persuasive language makes use of emotive vocabulary in order to have the desired effect. By Year 6, most pupils read with satisfactory understanding, both fiction and non-fiction books. Many understand and can use indexes, glossaries and the contents page of reference books and printed materials. However, insufficient use is made of information and communication technology for research purposes. Pupils enjoy reading and teachers encourage them to compare writing styles and discuss issues from different genres. This helps pupils to inform and improve their own written style.
51. By the age of seven, pupils develop satisfactory writing skills. The majority write fluently and legibly, taking care to form letters properly. Standards in spelling and punctuation are less well developed, however. Although pupils are encouraged to check their work against key word lists, they do not have sufficient knowledge of phonic blends and word-building techniques. Teachers introduce cursive handwriting techniques at Key Stage 2, but many pupils in Year 4 have developed set habits and find it difficult to write neatly and spell words correctly whilst retaining fluency. A few pupils still adopt uncomfortable writing posture and develop poor letter formation habits. However, the school has now adopted a useful, structured handwriting programme for all age groups, which is being taught systematically. By Year 6, the pupils acquire good handwriting skills and use appropriate techniques for organising and presenting their work in an attractive manner. Creative writing is an area that has been recognised by the school as an area for further development. This is being improved well by the good role model provided by the teaching in Years 3, 4, 5 and 6 in studies of poems, such as *'Silver'* by Walter de la Mare. With the teacher's encouragement, pupils then successfully make up their own alternate lines for some verses and are able to recognise and use rhymes. Some higher achievers are able to add a little mischievous humour to their verses, which adds fun and helps to make learning all the more enjoyable.
52. The quality of teaching and learning at Key Stages 1 and 2 is satisfactory overall, although it varies from good to unsatisfactory. The school has introduced extra time for English, and additional literacy support to help raise standards at Key Stage 1, but it has not implemented the National Literacy Strategy fully since the last inspection, and planning is unsatisfactory. As a result, pupils' progress is not assured in Years 3 and 4 to enable them to build sequentially on their prior attainment, and the most capable pupils are not always sufficiently challenged to achieve high standards. As all of the teaching staff have been newly appointed this term, they are waiting for training in the literacy hour techniques before being able to use them to assist their teaching of basic literacy skills. Teachers collect day-to-day information about individual pupils' progress but, as yet, they are not using this information closely enough to guide planning. Nevertheless, pupils with special educational needs are identified appropriately and given additional support; the creation of a sensitive and stimulating learning environment results in

these pupils developing confidence and making reasonable progress in relation to their capabilities. Poetry is a strong aspect of the subject at Key Stage 2, with texts by poets such as Christina Rossetti and Sara Coleridge used well to highlight rhythm, rhyme and verse.

53. The newly-appointed co-ordinator is keen to develop her role and extend the provision. There are clear ideas for further development in the subject, including an identified need for more staff training in the National Literacy Strategy. The library has been improved since the last inspection with the addition of new books and it is an attractive, welcoming environment. It has been planned carefully and arranged to accommodate groups of pupils for teaching purposes and to promote pupils' literacy skills appropriately across the curriculum. The books are well chosen and in good condition. They are well matched to pupils' interests and ability levels. However, opportunities for monitoring the quality of teaching and learning in the subject are not in place.

## **MATHEMATICS**

54. Standards are currently in line with national averages for pupils at seven and eleven years of age. As the numbers in each year group are very small, and vary considerably from year to year, care needs to be taken when considering the results of the standardised tests, especially as the number of pupils with special educational needs also varies considerably each year. Pupils at both key stages make satisfactory progress overall in number, shape, space and measure, and in data handling in Key Stage 2. They enter Year 1 and start the National Curriculum with knowledge and skills appropriate for their age. In daily numeracy lessons, they gain in knowledge and skills in mental calculations, in practical activities and written recording of number tasks, and make satisfactory progress in these areas. In other mathematical activities, they learn about shape, space and measure. Pupils improve their skills in using their mathematical knowledge in problem solving activities and achieve in line with expected levels. For pupils at Key Stage 2, progress in using data handling skills in other subject areas is unsatisfactory and they rely heavily on adult support with tasks in each year group. Pupils with special educational needs make satisfactory progress towards the targets which are identified for them in their individual education plans.
55. By Year 2, most pupils have a secure foundation in number skills. They know number facts for numbers at least to 100 and can undertake addition and subtraction of two digit numbers. All pupils can add 2 more or 2 less to a number and see patterns of numbers for 10 "more or less". Some pupils are beginning to understand and use numbers up to 1000 accurately. Pupils can recite their 2, 5, and 10 times tables and are beginning to manipulate numbers within this range. Pupils know the technical terms and can describe the properties of regular two-dimensional shapes and some three-dimensional shapes. All pupils have satisfactory knowledge of odd and even numbers and are beginning to recognise some characteristics of fractions. For instance, they describe halves and quarters and higher attaining pupils are using terms such as semicircle, face or edge. Pupils are generally confident orally, but less secure in their written recording.
56. By Year 6, most pupils have a satisfactory knowledge and can use numbers to 1000. They have a sound knowledge of place value and can undertake number problems with satisfactory knowledge of the four rules of number. Pupils can work with two and three digit numbers in simple long multiplication and division. They identify number patterns, work in simple fractions and have some understanding of percentages. Although most pupils have a sound knowledge of appropriate mathematical vocabulary, there are some pupils who are still confused between technical terms, for example percentage and fraction, and undertake the wrong mathematical calculation without help. Pupils have satisfactory knowledge of shape space and measure appropriate to their age. They have undertaken some good work in reflective symmetry and space, shape and measure and have applied this learning to activities in science. Recording of mathematical calculations is accurate, but often untidily presented, leading to some errors occurring in the working of sums.
57. The quality of teaching is satisfactory at both key stages. Since the last inspection, following the introduction of the national numeracy initiative, teachers at both key stages give appropriate attention in each lesson to the development of good mental skills of pupils. All teachers have

had training in the delivery of the National Numeracy Strategy and they include the teaching and practice of number skills in their lessons, structuring activities as suggested in the scheme of work. Teachers have satisfactory knowledge of all aspects of the mathematics curriculum and they plan activities in using and applying mathematics, in space, shape and measure and in data handling, according to the requirements of the syllabus and appropriate to age and ability for pupils in the mixed-age classes. Teachers are mostly confident in the delivery of mathematics and seek help from the co-ordinator if support is needed. Classroom assistants give good support to pupils who need greater assistance and work in a good partnership with the teacher. Progress is assessed and monitored by class teachers throughout the year, using a range of school-based and national tests. The school is beginning to use this information to identify strengths and areas for improvement, both in teaching and in pupils' learning. Satisfactory planning takes place using commercial schemes and also with the school's own topic scheme as the basis for long, medium and short-term planning. Lessons have a sound structure of development, although not always with rigour and vitality. In some lessons, teachers' expectations of pupils' progress are too low, especially for the higher attaining pupils. Work is always marked and, at Key Stage 1, good attention is given to identifying targets for improvement. Good links are made between mathematics and other subjects. At Key Stage 2, there are good links between mathematics and science investigative work, where pupils practise their skills with graphs, fractions and percentages whilst undertaking scientific experiments. There are sufficient resources for all activities for pupils in both Year 1 and 2, but for other pupils in Key Stage 2, there is a lack of information and communication technology software to help them increase their numeracy skills in data handling applications.

## SCIENCE

58. The inspection findings show that throughout the school standards have been generally maintained since the last inspection and they are presently in line with expected levels by the end of Key Stages 1 and 2. As there are considerable differences in the size of cohorts of pupils in each year group, and also in the number of pupils with identified special educational needs each year, care needs to be taken when interpreting the standardised test results. Pupils at both key stages make satisfactory progress overall in all units of work: this includes pupils with special educational needs for whom effective support is provided, so that they can participate in lessons alongside other members of their peer group.
59. By Year 2, pupils have satisfactory knowledge of life processes. Pupils enter the National Curriculum in Year 1 with knowledge and skills at least appropriate for their age, and with many pupils having good skills of observation. They can name parts of the body and know the tasks of some internal organs, such as the heart, lungs and brain. They can explain about healthy lifestyles and the reasons for maintaining a healthy diet. They know that certain solids will dissolve in liquids, although they find it difficult to give the appropriate name for any actions they have observed. They know the difference between human-made and natural materials and describe the properties of materials. They enjoy undertaking experiments to ascertain which materials are waterproof. They are beginning to understand the importance of equality in fair testing.
60. By Year 6, most pupils have made good improvement in their skills of observation and have a better recall of previous learning. They have satisfactory subject knowledge of key scientific facts. They have learnt about transparent and translucent materials and can explain why shadows form. They have extended their knowledge and understanding of the human body. For example, they label parts of the eye and some pupils can explain how light enters the eye and enables them to see. They have satisfactory knowledge of the respiratory system and the circulation of blood in arteries and veins. They have learnt some classification information about birds, insects and animals and use technical terms, such as carnivore, herbivore and omnivore to describe pictures of these creatures. During the inspection, the pupils observed the changes that had occurred in a 'Wormery' they had made and formed good, sensible predictions about expected changes since their previous viewing. However, scientific report writing remains below expected levels and a few pupils across the key stage still need assistance in reaching realistic conclusions about their experiments. Many pupils struggle to use the appropriate vocabulary and have only limited knowledge of the structure and presentation of written experiments. The

use of computers for diagrams and data handling in tables and charts is also below expected levels for pupils at the age of eleven.

61. The quality of teaching and learning overall at both key stages is satisfactory, and occasionally good. Only a small number of lessons were seen during the inspection and additional evidence has been gained from a scrutiny of pupils' books and displays, a scrutiny of teachers' planning and in discussions with teachers and pupils. In the best teaching, staff have sound subject knowledge and knowledge of the requirements of the National Curriculum. Long-, medium- and short-term planning are in place, which includes a good amount of scientific investigation for each lesson. Fieldwork visits are often included to provide first-hand scientific experiences out of school. Recently, the school visited the Millennium Dome in London to further their work on the body and also to find out more about their topic on the planets and gravity. This work made a good link to work in geography. Teachers are skilled at linking curriculum subjects together in order to consolidate new learning with further practical examples. Equipment in school is of good quality and quantity. There are sufficient scientific resources in school for all pupils to be able to participate in activities independently. A new nationally recommended scheme of work is being introduced at Key Stage 1 and a good start has been made to assess the progress of individual pupils, although these initiatives have not yet had a clear effect on the curriculum in order to raise standards more rigorously.

## **ART AND DESIGN**

62. By the ages of seven and eleven years, pupils attain standards that are in line with national expectations and they have been maintained since the last inspection. At Key Stage 1, pupils develop growing confidence and skills, using a suitable range of materials and tools, which enable them to express their ideas and feelings in visual and tactile ways. In Years 1 and 2, pupils make well-observed drawings using pencils, chalk pastels and paints. They match and blend colours carefully and understand proportion when placing drawings on paper. This work effectively links with work in English. For example, pupils read *'Elmer the Elephant'*, making their own attractive illustrations and collages of animals using paper-shapes. They discuss the characteristics of colours for each theme and are encouraged to mix their own shades from colours, which have been pre-selected by their teachers.
63. At Key Stage 2, pupils make good still-life studies in pencil, paint and pastels. They carefully observe plants, flowers and fruits, concentrating on colour. They show good ability to match and mix appropriate harmonious blends and clear contrasts to good effect. Pupils explore viewpoints and they concentrate well on presenting their work in various ways, but opportunities to link themes with the work of famous artists and computer technology are not exploited fully. By Year 6, standards are in line with the expected level overall, and good standards are achieved in observational drawing. For example, the good displays of pupils' work on *'Bark rubbing'* and studies of *'Fruiting trees and shrubs'* show careful techniques. Such projects generate a sense of pride in achievement for those pupils who take part, a sense of belonging and a chance to feel ownership of part of the learning environment.
64. The quality of teaching and learning is satisfactory, with good features. Although no lessons were observed directly at Key Stage 2, the evidence, based on discussions with teachers and pupils, and an analysis of pupils' work, shows that teachers' knowledge of the subject is good and that they build on the sound skills and techniques acquired by younger pupils. Consequently, pupils show clear direction in their work and make the progress of which they are capable. However, teachers have few clear assessment criteria by which to monitor attainment. There is no subject co-ordinator at present due to staffing changes, and the monitoring of teaching and learning is not yet developed. The school has adopted a national scheme of work, but it has not adapted it to fully meet the needs of pupils or the expertise of teachers. Due to the very recent staffing changes, there has been no opportunity for developing teachers' training needs in art and design, but the school makes good use of the expertise amongst staff members. The resources are maintained well, easily accessible and kept centrally, and there are a few posters and books displayed about famous artists.

## **DESIGN AND TECHNOLOGY**

65. Overall standards of attainment at the end of both key stages are satisfactory and pupils make sound progress in their learning. Progress made by pupils with special educational needs is also sound. Since the last inspection, standards have been maintained and the overall quality of teaching has remained satisfactory.
66. By the end of Key Stage 1, pupils' ability to design, make and evaluate their product is appropriately established. Pupils use a range of materials and methods to make models of hot-air balloons. Papier-mâché techniques are used effectively and close attention is paid to joining and combining different materials such as paper and card. The use of technical vocabulary and computers is not well developed, but teachers effectively help pupils draw their designs and identify materials and methods to be used.
67. By the end of Key Stage 2, pupils have increased their design skills appropriately. With adult guidance, pupils design and make models of machinery, using sophisticated construction kits. They evaluate their designs and identify what could be improved. Pupils with special educational needs make satisfactory progress and they are effectively integrated in whole-class activities. All pupils are able to describe how they tackle weaving projects and they understand the need for careful attention to accuracy. By Year 6, pupils have developed a sound understanding of the importance of rural industries, such as spinning and weaving wool from a local farm. Pupils enjoy design and technology and they have good attitudes to work. However, their knowledge of designing for a specific purpose and evaluating materials is not as advanced as it might be.
68. No design and technology lessons were seen during the inspection at Key Stage 2, and only one combined with art was seen at Key Stage 1, but a scrutiny of pupils' previous work and teachers' planning shows that the quality of teaching and learning overall is satisfactory. Teachers have sound knowledge of the subject. Appropriate use is made of local expertise and parents to extend pupils' experiences. For example, pupils are encouraged by adults to look at designed features of buildings in the rural community during field trips. The management of the subject is unsatisfactory however, because the monitoring and assessment arrangements are not in place and there is no co-ordinator.

## **GEOGRAPHY**

69. Standards are in line with expected levels for pupils at seven and eleven years of age in both key stages. Throughout the school the progress of all pupils is generally satisfactory, including those with special educational needs, although it is inconsistent. Since the last inspection standards have been maintained at Key Stage 1, but they have declined in Key Stage 2. As recommended, the school has reviewed and increased the quality and quantity of maps, but recognises that better recording of long-term planning still needs to be addressed if consistency is to be achieved in the development of knowledge and skills.
70. By Year 2, the pupils at Key Stage 1 use appropriate geographical terms when describing an environment or asking questions. They make sensible suggestions about improvements which can be made to improve local facilities. For example they described the Peak District wardens' work locally to clear a site in order to create a small nature reserve in the village. They made their own suggestions about improvements, and then compared the benefits of the chosen planned improvements with the present state of the valley site. In a topic about Australia pupils compared the physical features and weather within the different states of the sub-continent. They interviewed an Australian citizen about their life back home to find out about industries and transport. They studied wild animals in Australia and then undertook a further enquiry comparing animals in Australia with wild animals in the English countryside. Many pupils are beginning to understand about climatic change in different parts of the world, knowing that it is *'hot and wet in the jungle'* and *'snowy and cold'* in the Arctic Circle. They can name animals which live in each environment and explain why they choose to live in these areas. All pupils have looked at local maps and maps of the world. They are beginning to understand how maps are produced to give a 'bird's eye view' of countries or their home village. There is less evidence of pupils drawing maps of their own or learning about how to give directional instructions.

71. By Year 6, most pupils can read an Ordnance Survey map of the local area and recognise some mapping symbols. They can use compass points when giving directions. They have only satisfactory understanding of grid references on a map. Most pupils can name some capital cities and countries of the world. They have looked at the geology of their local area and have an understanding of quarrying and of local industries, which developed from the mines. In a comparison with the Peak District pupils have looked at Holland and studied how the flatness of the country provided a need for irrigation. They learnt how the two countries have created national parks or established environmentally friendly initiatives to protect their environment. Most pupils can describe the industries, culture and transport of the country of Holland, and many can find its position on the map of Europe. Pupils have undertaken a weather study and by eleven years of age they have a satisfactory understanding of the water cycle. Following a visit to the 'Millennium Dome' pupils undertook a study of planets and they have satisfactory knowledge of the major planets and of the effects of the force of gravity on earth. Most pupils have satisfactory understanding of natural disasters and many can explain how volcanoes and earthquakes occur. Resources are satisfactory and there are sufficient maps in school. There is a shortage of suitable atlases, especially for the pupils in Key Stage 1.
72. During the inspection, no geography lessons were seen and judgements about standards, progress and teaching have been made following discussions with pupils, a scrutiny of pupils' books and teachers' planning, and an audit of resources. Overall, the quality of teaching and learning is satisfactory. The teachers have suitable subject knowledge and plan topics, which include a good variety of activities. Medium- and short-term planning is adequate, but long-term planning is limited to one year and presently lacks consideration of repetition in the mixed-age classes. Teachers' expectations of pupils are generally satisfactory, although too low in the accepted quality of written presentation, and computer technology is not as well used as it might be. The subject has only limited monitoring of the teaching and learning, which takes place in the classroom and on visits out of school. Individually the teachers have introduced their own systems of assessment of curriculum coverage, but at present this has little impact on targeting identified weaknesses in pupils' learning.
73. Geography is taught through a topic approach in conjunction with history, and often involves the whole school in each topic. The school has adopted the nationally-recommended scheme of work and is presently incorporating the previously planned topic programme for the mixed-age classes into the new scheme. This newly introduced scheme will ensure that for each year group the development of skills is given appropriate systematic attention. Fieldwork is a strong element of the curriculum at both key stages, and it provides the pupils with many good opportunities to discover and learn about the physical and human features of an environment.

## HISTORY

74. Standards are generally in line with the nationally expected levels at the end of Key Stage 1 and pupils make satisfactory progress. Pupils with special educational needs make satisfactory progress in both key stages through sensitive intervention, which is provided in lessons when necessary. However, standards are inconsistent across Key Stage 2 and progress is not secure. This is because the recommended study units for British history and world history are not included in the curriculum as recommended nationally. Pupils are taught about history through a topic approach often involving the whole school and incorporating other subjects of the curriculum. Since the last inspection, the school has written a scheme of work and plans each topic using long, medium and short-term plans. However, although these topics are studied in sufficient depth for each age group and ability level, they do not follow the requirements of the National Curriculum for history in Key Stage 2. The school gives good attention to the study of local history, and also to a European study about the Ancient Greeks.
75. By Year 2, pupils have satisfactory understanding of the past and present. They are beginning to develop their understanding of the passage of time. Most pupils will talk about their life as a baby and recognise the changes, which have happened to them since babyhood until the age of seven. They listen to teachers and parents tell them stories about the past in their village, and compare childhood today with earlier times of previous generations in Stoney Middleton. Pupils enjoy participating in the events, which are part of the traditions of the village, for example the 'Well-Dressing', and they understand the history of these annual customs. In fieldwork visits,

they are learning to identify key features by participating in historical enquiries. Following a history workshop visit to Warwick Castle they drew pictures, which identified the key features of the castle. Many have good observational skills and they were able to recreate with good detail the turrets, the moat and the portcullis of the castle. They enjoyed listening to stories about a dungeon, and had satisfactory recall of some of the stories about inhabitants who lived in the castle.

76. During Key Stage 2 pupils make further good progress in local history and have a good knowledge of the historical events, which have happened close to their own village. They talk with graphic detail about the events, which happened in the nearby village of Eyam, and have undertaken first-hand investigations by visiting this local village. They give good evaluations of the historical events and of the sacrifices made by the villagers. They recognise the enormity of the deaths of so many people within a small village community, and praise the citizenship and compassion shown towards each other by these villagers, who remained within Eyam and who, by their actions, ensured that the plague did not reach the neighbouring communities. In world history, many of Year 6 pupils have a satisfactory understanding of achievements of the Ancient Greeks. They have undertaken satisfactory historical investigations through secondary sources to learn about the life and education of Greek boys and girls and about their visits to Greek theatres. Pupils have good knowledge and enjoy describing the myths and legends of the Greek gods and goddesses. However, few pupils in Year 6 understood about the importance of the Greek civilisation in developing architecture, language or games, and they have little knowledge of the origins of the first games in Olympia. Although the higher attaining pupils in Year 6 could describe some of the key features of their own democracy, they found it difficult to see similarities in the democracies of Athens or compare with the authoritarian approach of Sparta. Most pupils have unsatisfactory knowledge about British history through the centuries, and they have a limited understanding of chronology especially of British kings and queens. Very few pupils in the key stage could describe any lifestyles, customs, events or battles associated with Romans, Tudors and Victorians or in Britain since 1940.
77. No history teaching was seen during the inspection, but a scrutiny of pupils' books and teachers' planning shows that in lessons the quality of teaching overall is satisfactory. Teachers have satisfactory subject knowledge of the topics which are taught and good knowledge of the history of the local area. However, teachers have insufficient knowledge of the National Curriculum requirements for teaching this subject to pupils in Key Stage 2. Planning overall is unsatisfactory and teachers' expectations of pupils are too low. Although planning in individual lessons is sound with a good variety of activities, there is insufficient long-term planning for pupils who are taught in mixed-age classes, so that knowledge and skills are not developed systematically with unnecessary repetition. As there is no co-ordinator, there is no monitoring of the teaching and learning in this subject. There is some individual teacher assessment of topic coverage, but little awareness of the development of pupils' historical skills. The school promotes a good range of interesting visits out of school to enrich the curriculum and works to improve pupils' historical skills of investigation by using primary first-hand sources whenever possible. Studies are also undertaken using a satisfactory selection of books, videos, posters and computer software as secondary source material.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

78. Standards are mainly satisfactory for pupils aged seven and eleven years, but they are inconsistent across the mixed-year classes. Since the last inspection, the national requirements for the subject have become more rigorous and the school has not yet implemented all of the new curriculum requirements.
79. Pupils throughout the school enjoy using computers. By Year 2, pupils are able to use a mouse to move the cursor on the screen. They know how to point the cursor to select specific shapes, colours and sizes of objects on the screen and move them, using the drag and click facilities, to another part of the screen. They do this in response to simple instructions from their teacher or by reading simple words on the screen. This helps pupils to develop socially, learn specific new vocabulary and improve speaking and listening skills. Pupils, including those with special educational needs, usually co-operate well and take turns when sharing the equipment.

80. By Year 6, pupils have built upon prior attainment and widened their scope, but opportunities for control technology and making multi-media presentations are insufficient to meet national requirements and this is unsatisfactory. The school is aware of this and is making sound use of the abilities of new members of staff to help pupils learn the necessary skills. Pupils can highlight text, cut and paste words, sentences and paragraphs to organise and edit their written work and present their ideas more clearly. This effectively links with work completed in literacy, but there is a shortage of software for mathematical data handling and computers are not used well to support learning in other subjects, such as geography.
81. No judgement can be made on the quality of teaching and learning overall, as very few observations were made due to timetabling restrictions. However, all teachers have access to computers during lessons and they organise and manage small groups of pupils appropriately. Learning support staff are deployed effectively to guide and help individual pupils, but there is little evidence of assessment through formal day-to-day evaluations of pupils' work.
82. The management of the subject is not secure because there is no co-ordinator to oversee standards and provision. The school has recently adopted a national scheme for the subject, but, until the procedures for assessment are firmly incorporated into lesson planning, it is not sufficiently well matched to learning objectives. The monitoring of teaching and learning is not yet fully developed, and there is a need to provide professional development for teachers, in line with the new National Curriculum requirements.

## **MUSIC**

83. By the age of seven, standards are in line with those expected nationally. Only one lesson was seen at Key Stage 1 during the inspection and there was limited evidence of pupils' previous work. It is, therefore, not possible to make a judgement about the quality of teaching overall or the standards achieved by eleven-year-olds.
84. There is a satisfactory focus on vocal development in the singing assembly practices, which is helping pupils to improve the quality of their singing. Pupils at Key Stages 1 and 2 match their voices effectively to the pitch of the melody, and those with special educational needs are integrated well into activities. No composing took place in the lessons seen during the inspection and there was no evidence of the use of computer technology in pupils' completed work. However, teachers' planning indicates that there are some opportunities for pupils to arrange and perform their own rhythm and pitch patterns, although these do not occur on a regular basis in each year group.
85. The control of pupils at Key Stage 1 is generally satisfactory and pupils are willing to work at the activities presented. There is a sound focus on developing pupils' singing skills and songs are chosen carefully to attract pupils and stimulate their interest. Pupils enjoy the sessions with tuned and untuned percussion instruments such as glockenspiels and triangles, but they become restless and inattentive when the pace of learning flags. Planning for the subject is not closely related to the National Curriculum programmes of study and as a result, pupils' learning is inconsistent.
86. Since the last inspection there have been several changes in staffing and the management of the subject is currently insecure because there is no co-ordinator to oversee how long-term planning links with the topics pupils will be taught in year groups over the course of the year. Assessment is unsatisfactory as it is not used to help teachers plan and teach an appropriate range of skills and activities.

## **PHYSICAL EDUCATION**

87. By Year 6, standards in games activities and swimming are in line with nationally expected levels. Using nearby local facilities, the school makes a good effort to provide pupils at Key Stage 2 with an appropriate curriculum in games and swimming, and progress is sound. However, these arrangements are inconsistent often due to local factors outside the school's control. Pupils with special educational needs are included in all activities alongside all other members of their peer group and all at Key Stage 1 make satisfactory progress in games and reach expected levels by the age of seven. There are no current opportunities available for the

school to deliver the National Curriculum fully in gymnastics and dance, and standards in these areas of the curriculum are below the expected levels. This is a similar picture to that found at the last inspection, and it is mainly because it is difficult for the school to deliver the full curriculum, as accommodation is limited. Nevertheless, teachers' planning shows that the school provides athletics and outdoor adventurous activities for the older pupils during the yearly topic cycle. The school also encourages pupils to show an interest in hill walking and they regularly take the pupils on walks in the local Peak District Park, often in conjunction with other curriculum work, for example, a walk over the fields to Eyam as an introduction to work on a history topic in the area.

88. By Year 2, all pupils can run, jump, hop and a few can skip. They enjoy games activities and are developing a good understanding of personal space and satisfactory understanding of the need to consider others in their actions. They can throw and catch a ball with some degree of accuracy and are improving their skill to control a ball in and out of marked cones. At Key Stage 2, pupils continue to improve their small games skills. They have greater accuracy in throwing and catching and understand the rules of team games. They learn the basic skills of passing and dodging and can move a ball swiftly between marked areas. Pupils have experienced simple games of football, netball and cricket. The school has started to participate in local fixtures as part of amalgamated mixed teams made up of pupils from several village schools. In swimming, all pupils at eleven years of age can swim at least 25 metres, as recommended for pupils of primary school age.
89. The quality of teaching is satisfactory. Teachers have sound subject knowledge and teach basic skills well. They plan lessons carefully and have satisfactory expectations of pupils' achievement. The management of the pupils is good, especially as lessons usually involve working with pupils off the school site. There is little formal assessment of progress made by pupils and limited use of assessment in order to raise standards and increase rates of progress. The school is currently introducing a nationally-recommended scheme of work and is looking at its present provision in response to the suggested programme of development of games skills. For pupils at Key Stage 2, the school is also part of a local initiative to introduce new games activities into school. Resources for games activities are satisfactory. The inclusion of local authority games equipment provides good additional resourcing appropriate for older pupils.

## **RELIGIOUS EDUCATION**

90. Standards are not secure at the end of Year 6, because the present curriculum does not conform to the expectations of the locally agreed syllabus for pupils taught in voluntary controlled schools. The inconsistent planning found at the last inspection has not been improved sufficiently. As a result, although pupils have a good understanding of some aspects of Christianity, their knowledge of other major world faiths is limited. Progress is unsatisfactory overall for pupils at both key stages. This includes the pupils in school with special educational needs. The school has recognised the need to provide an appropriate curriculum.
91. By Year 2, pupils have a good knowledge of Bible stories from the Old and New Testament. Most of the younger pupils have a good understanding of the Christian calendar. They have visited the local church and can name some church furniture and symbols. By the time they reach Year 6, many pupils can relate events recorded in the New Testament to the historical facts about the Roman Empire. They have good knowledge of the life of Jesus and also of the work of the early disciples. Pupils visit the church to celebrate Christian festivals and also to undertake topic work. At Key Stage 1, pupils learn about the Muslim festival of Eid, but they have poor recall of the customs and beliefs associated with the festival. At Key Stage 2, most pupils understand that people worship in different places and in different ways. They welcome into school visitors from other faiths and show good respect for their religion. They study Judaism and the Islamic faith, but they have little knowledge of the holy books of each religion or about the customs of worship. By Year 6, few pupils can name religious artefacts and garments of the faith or the symbols and religious furniture of the mosque or synagogue.
92. During the inspection only a small number of lessons were seen. In these lessons, teaching was satisfactory. However, the requirements of the recommended curriculum, including the major world faiths, are not addressed fully, and teachers' expectations are too low. A scrutiny of teachers' planning and pupils' books shows that teachers have a good interest in this subject

and a good knowledge of Christianity. They encourage pupils to learn by their enthusiasm for the subject. Teachers ensure that lessons offer a good variety of practical activities appropriate to the age and interest of pupils in mixed-age classes. However, the work in pupils' books show that there is only a limited amount of written recording at both key stages and few links made between studies in religious education and other subjects of the National Curriculum, such as information and communication technology or geography. The monitoring of teaching and learning, and the use of assessment is not fully in place.