

INSPECTION REPORT

Stretton Handley C. E. Primary School

Alfreton

LEA area: Derbyshire

Unique Reference Number: 112859

Headteacher: Mrs H. T. Badhams

Reporting inspector: Mr P. M. Allen
OIN 17531

Dates of inspection: 13th – 15th March 2000

Inspection number: 182679

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Beresford Lane Woolley Moor Alfreton Derbyshire
Postcode:	DE55 6FH
Telephone number:	01246 590418
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. W. Fox
Date of previous inspection:	9 th May 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P. M. Allen	Registered inspector	English	What sort of school is it?
		Art	How high are standards?
		Geography	How well are pupils taught?
		History	
		Music	
		Under fives	
		Equal opportunities	
		Special educational needs	
		English as an additional language	
Mrs B. McIntosh	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs A. Brangan	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Science	How well is the school led and managed?
		Information technology	
		Religious education	
		Design and technology	
		Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stretton Handley C. E. Primary School is a small rural school in the village of Woolley Moor near Clay Cross in Derbyshire. Over half the pupils live outside the village in the surrounding communities. Following a few years of instability, the school now benefits from a settled staffing situation; the acting headteacher was made permanent at the start of the school year and the only other teacher started at the school just over half a term before the inspection. There are 49 pupils on roll in two classes, one for each key stage. There are a small number of pupils on the register of special educational needs, although none have a Statement of Special Educational Need. Most children receive pre-school education. Although there is a wide range of attainment on admission to the school and levels vary from year to year, overall attainment is average on entry. The school aims to provide high standards of teaching and learning within a caring, well-ordered Christian environment where children can reach their full potential.

HOW GOOD THE SCHOOL IS

This is an effective school which is becoming more effective. Evidence indicates that pupils are currently making satisfactory and often good progress, most achieving well in relation to their abilities. Standards at the end of Key Stage 2 are lower than they are at Key Stage 1. Standards in mathematics are generally lower than they are in the other core subjects. The school benefits from the good leadership of the headteacher and the quality of teaching is mainly good. In light of the costs involved, the standards achieved and the quality of education provided, the school gives satisfactory value for money.

What the school does well

- ◆ The headteacher is providing committed and purposeful leadership.
- ◆ There is good provision for spiritual, social and cultural development and very good provision for moral development.
- ◆ Pupils behave very well and have positive attitudes to learning.
- ◆ The school has moved forward, steadily improving and rebuilding confidence following the recent difficult times; there is a strong commitment to raising standards and the quality of education.
- ◆ The children are well looked after and relationships are very good within the school's caring, Christian ethos.
- ◆ The school enjoys a very good partnership and effective links with parents.

What could be improved

- ◆ The Key Stage 2 test results.
- ◆ Standards in mathematics.
- ◆ The information technology curriculum at Key Stage 2.
- ◆ Self-evaluation of the school's curriculum and performance, including the monitoring of teaching.
- ◆ The school development plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a steady improvement since the last inspection in May 1995. Most of the improvements have taken place in recent times. The school has developed very good relationships with the community to enhance the quality of education provided, a framework has been established to ensure broadly appropriate coverage for all subjects, except for information technology at Key Stage 2, and assessment procedures have been developed in the core subjects. Although curriculum planning arrangements have been improved, this remains an important area for review and development. The headteacher is leading the school in its drive to become better. There is a shared will to build on the school's strengths and to progress further through a programme of review and development.

STANDARDS

In accordance with statutory requirements, results of National Curriculum assessments are not reported as the number of pupils in 1999 at Key Stage 2 was significantly less than 10. As a very small number of pupils are assessed each year, levels of attainment can, and do, fluctuate from year to year. Nevertheless, national performance data indicates that, over a four year period from 1996 to 1999, the Key Stage 1 results were significantly better than the Key Stage 2 results and that mathematics results have been lower across the school as a whole than the results in the other core subjects. This informs two important areas for the school to address. The under-fives attain well, especially in language and literacy, mathematics and personal and social development. Inspectors' judgements are that at the time of the inspection, the standards of attainment of the relatively small number of pupils were judged to be good and broadly above national averages in reading, writing and mathematics at the end of Key Stage 1. Standards at the end of Key Stage 2 were judged to be sound and broadly in line with national averages in English, mathematics and science. Standards in information technology are sound at Key Stage 1 and unsatisfactory at Key Stage 2 because pupils do not receive their full National Curriculum entitlement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and their positive attitudes give them an enthusiasm and a will to do well.
Behaviour, in and out of classrooms	Standards of behaviour are very good and this has a positive impact on the quality of learning.
Personal development and relationships	The very good relationships throughout the school contribute to good personal development.
Attendance	Overall levels of attendance are good.

The good attitudes, the very good levels of behaviour and the high quality of the relationships have a positive impact on the quality of learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5 - 7 years	aged 7 - 11 years
Lesson seen overall	good	good	good

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

The quality of most of the teaching is good and sometimes better. It was very good in 17 per cent of the lessons observed, good in 54 per cent and satisfactory in all the remainder. The quality of teaching is broadly similar at both key stages. The teaching benefits from the support of the classroom assistants. The teaching shows a commitment to high expectations and the raising of standards. The skills of literacy are taught well, partly through the National Literacy Strategy. The National Numeracy Strategy is helping to raise standards, especially in mental skills. The needs of the pupils, including those with special educational needs, are generally met through the good quality of teaching. Pupils are usually challenged and engaged in their learning, with very good relationships supporting both the teaching and the learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is generally broad and balanced except in information technology at Key Stage 2.
Provision for pupils with special educational needs	The pupils are well supported with clear and appropriate targets and they make good and sometimes very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes good provision for the spiritual, social and cultural development and very good provision for moral development. These areas are central to the school's ethos.
How well the school cares for its pupils	All the adults in the school look after the pupils as part of the caring, Christian ethos.

Good provision is made for all aspects of the pupils' welfare. Within the curriculum there is a need to improve the resources for information technology across the school and to ensure that Key Stage 2 pupils receive their full National Curriculum entitlement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Although relatively recently appointed on a permanent basis, the headteacher is providing good leadership, benefiting from the strong support and commitment of the staff. The school development plan needs extending.
How well the governing body fulfils its responsibilities	The governing body, although relatively inexperienced, is very supportive of the headteacher and the school. There is a need to significantly develop its role, initially

	by developing a strategic plan for the immediate future development of the school.
The school's evaluation of its performance	There is a strong commitment to self-review and evaluation of its performance, although this process has only just begun to take shape.
The strategic use of resources	The school manages its resources carefully but there is a need to consider them in the light of a strategic plan to improve staffing.

The school is well led and makes good use of its resources, including its accommodation. Efficient use is made of time, except that teaching time at Key Stage 2 is below national recommendations. The school manages its financial resources prudently and is beginning to apply the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The good progress made. ◆ The standards of behaviour. ◆ Good teaching. ◆ The approachability of the school. ◆ The expectation that children will work hard and do their best. ◆ The quality of the leadership and management. ◆ The support given to help the children become mature and responsible. 	<ul style="list-style-type: none"> ◆ Some feel that there could be more extra-curricular activities.

Given all the responsibilities of the teachers, it is understandable that there are few extra-curricular activities. Nevertheless, the school is considering ways of extending them. Virtually all the views expressed, including those contained in a number of letters, were extremely supportive of the school and inspectors' judgements generally support parents' views. Parents have a clear perception that this is a good school and inspectors endorse this view. The school works well in partnership with parents and this is one of the school's most significant strengths.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. This is a small primary school with small numbers of pupils in each year group. In accordance with statutory requirements, results of National Curriculum assessments are not reported, as the number of pupils in 1999 at Key Stage 1 was less than 10, and the number at Key Stage 2 was significantly less than 10. As a very small number of pupils are assessed each year, levels of attainment can, and do, fluctuate from year to year. Nevertheless, national performance data indicates that, over a four year period from 1996 to 1999, the Key Stage 1 results were significantly better than the Key Stage 2 results and that mathematics results have been lower across the school as a whole than the results in the other core subjects. This informs two important areas for the school to address, concerned with raising standards at Key Stage 2 and raising standards in mathematics across the school. The school is aware of these issues and is beginning to address them.

2. There has been an unstable staffing situation for the Key Stage 2 class in recent years when, due to circumstances out of the school's control, the pupils have been taught by a whole range of different teachers at particular times. This unsettled situation has had an adverse effect on the quality of education provided and the standards achieved. The appointment of the new Key Stage 2 teacher is bringing stability to the school. The good teaching at Key Stage 2 is beginning to have a positive impact on the standards achieved.

3. There is clear recognition by the staff that standards in mathematics could be higher across the school. New mathematics curriculum materials have been introduced which more effectively provide support for teaching and learning than the previous ones. Also the National Numeracy Strategy is beginning to have a significant impact on pupils' achievements especially in mental skills. The school has effectively introduced the numeracy hour adapting it to the particular needs of the school, given the wide age range in each of the two classes. Overall, standards in mathematics are beginning to rise at both key stages.

4. Levels of attainment on entry to the school vary from year to year. Nevertheless, on admission at the age of four, most children have levels of knowledge and understanding which are broadly in line with those expected for their age. They make a good start and progress in the Reception year is good. Consequently, by the time of entry into statutory schooling, the children reach the Desirable Learning Outcomes for their age. The under-fives attain well especially in language and literacy, mathematics and personal and social development. Their good progress is helped by the careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children as do the positive influences of working alongside older children.

5. Inspectors' judgements are that, at the time of the inspection, the standards of attainment of the relatively small number of pupils were judged to be good and broadly above national averages in reading, writing and mathematics at the end of Key Stage 1. Standards at the end of Key Stage 2 were judged to be sound and broadly in line with national averages in English, mathematics and science. Standards in information technology are sound at Key Stage 1 and unsatisfactory at Key Stage 2. At the previous inspection standards in the core subjects were judged to be sound and in line with national expectations at both key stages.

This would indicate that standards are higher at Key Stage 1 at the time of this inspection.

6. Pupils have positive attitudes to their work and inspection evidence indicates that they make good progress overall in English, where good use is being made of the literacy hour. Progress is more marked at Key Stage 1 than at Key Stage 2. Throughout the school pupils attain good standards in speaking and listening. By the end of Key Stage 2, most pupils listen attentively and speak confidently. In writing, skills are good at Key Stage 1 and average, but improving at Key Stage 2. Standards of handwriting and presentation improve throughout the school and are generally good. In reading, pupils make good progress. Most pupils are fluent readers by the end of Key Stage 2 and the good support given by parents in hearing children read at home has a significant impact on the good standards achieved.

7. In mathematics, most pupils attain sound standards in their numeracy skills. The numeracy hour is having a positive impact on standards, especially in mental arithmetic. By the end of Key Stage 2, pupils have covered all areas of the mathematics curriculum. They have some understanding of factors and prime numbers and can use simple algebra. In shape, space and measures, they have knowledge of the features of two and three-dimensional shapes. Most have developed problem solving skills and can use a variety of ways to organise their work. Pupils display an interest in mathematics and make satisfactory and often good progress throughout the school. The school is beginning to make good progress in its drive to raise standards in mathematics.

8. Pupils gain a good knowledge and understanding and develop good investigative skills in science. They understand why some materials conduct electricity better than others; most can discuss how materials change from solids to liquids and to gases and they know that some changes are reversible whilst others are not. They understand how different foods contribute to a balanced diet and that healthy eating is important. By the end of Key Stage 2, pupils understand the need for fair testing. They show both interest and enthusiasm for science work. They can predict, observe and measure with some precision during investigations and can record their work appropriately.

9. Pupils' attitudes to their work are good and inspection evidence indicates that they make at least sound, and sometimes good, progress in art, design and technology, geography, history, music and physical education. Standards in religious education are sound across the school and meet the requirements of the locally agreed syllabus. Pupils with special educational needs make good progress; the work is supported by clear individual education plans which identify targets for learning. The school has only begun target setting recently and accepts that the analysis of assessments informing target setting is an area for further development.

Pupils' attitudes, values and personal development

9. The school effectively promotes and encourages the very good behaviour, which is a strength of the school. Pupils have a good attitude to school and their learning which has a positive effect on the standards of attainment. This reflects parents' positive views of attitudes and behaviour in school. Pupils settle quickly in class, are attentive to their teachers and listen carefully to what others have to say. They enjoy coming to school and approach their tasks with enthusiasm.

10. Children under five are very positive about school. They are very well behaved and work happily together. They are eager to come to school and are excited about the activities available. These children quickly gain an understanding of school rules and expectations and are well supported by the older children in the class. They move confidently from whole class teaching sessions into small group activities, consolidating and practising skills learnt with the whole class and maintaining concentration well.

11. Pupils at both key stages, including those with special educational needs, have positive attitudes to their work. In lessons, they are keen to talk about their work and interests and contribute to discussions with enthusiasm. They show a good level of interest and apply themselves well to their learning. Pupils are confident and well able to express their views; for example, children enjoy reading and discussing different poems and explain clearly why they prefer poetry which rhymes.

12. All pupils behave well, both in class and around school. They show a good understanding of what teachers expect and of the routines of the classroom, many of which support good behaviour. When moving around the building, pupils are orderly and sensible; they display good self-discipline and social skills on occasions such as lunchtime and breaktimes. Their behaviour on the playground areas is good with good awareness and consideration for others.

13. Relationships throughout the school are of a high standard. Pupils are friendly, well mannered and polite. They show good levels of co-operation in group and class activities; for example, in a music lesson pupils co-operated well together sharing instruments and were pleased to perform their fanfares for the rest of the class. When contributing to discussions, pupils show respect for others even when answers given are incorrect; they happily learn from each other. Pupils readily ask questions if they need guidance and respond positively both to adults and to each other. Visitors are made welcome and pupils are happy to enter into conversation with them. Pupils give support and encouragement to each other. Older pupils are very tolerant and protective of the younger ones and good examples of spontaneous care and concern were seen on a number of occasions. The school is a happy, harmonious community and bullying is not an issue. Pupils of all ages play and mix well together. Attendance at the school is good overall and parents agree unanimously that their children like school.

14. Provision for personal development is good. Pupils are encouraged to take responsibility for their own learning and assist in the daily routines of school. Even the youngest pupils readily accept suggestions for improvements to their work and are able to select, use and return resources. Whilst responsibilities are given to younger pupils, the older ones are rightly given the opportunity to take a lead in the school. They do so with enthusiasm; for example, they serve drinks at lunchtimes, tidy the library and collect the numbers for school meals each day. The pupils' attitudes, values and personal development are good and make a positive contribution to the quality of education provided.

15. Attendance rates are good overall. Parents and children arrive on time and there is a cheerful and busy start to the school day. Registration is conducted efficiently enabling a prompt and productive start for the teaching.

HOW WELL ARE PUPILS TAUGHT?

16. Evidence indicates that overall the quality of teaching has improved since the last

inspection. The quality of most of the teaching is good and sometimes better. It was very good in 17 per cent of the lessons observed, good in 54 per cent and satisfactory in all the remainder. The quality of teaching is broadly similar at both key stages. The teaching benefits from the support of the classroom assistants. The teaching shows a commitment to high expectations and the raising of standards.

17. The teachers work hard to carefully structure work which takes into account the very wide range of age and ability within each of the two classes. Through this, the work is usually sufficiently challenging for all ages and this has a positive impact on the levels of attainment and progress made. A good example of this was seen in a Key Stage 1 literacy session based on a story of a soldier who makes 'stone soup'. The work for the three groups across the key stage was carefully matched to their abilities, whilst Reception children, ably supported by the classroom assistant, were working with play dough, making and talking about the 'vegetables' that went into the soup. Another example of well differentiated work was seen in poetry writing on 'Down Behind the Dustbin' in the style of Michael Rosen, when younger Key Stage 2 pupils made a response at their level with careful input by the teacher, whilst older pupils worked independently at the computer, word processing their poems.

18. The quality of teaching for children under five is good, ensuring that organisation, methods and resources are appropriate for the different tasks. There is a good balance between free choice and directed activities, which helps the children to gain in confidence and to make good progress across the range of work. Good emphasis is placed on the development of early reading and writing skills. In both classes, teachers plan carefully to provide opportunities for the pupils to work as a class, in small groups and individually. In most lessons there are good opportunities for the pupils to discuss their work and improve their speaking and listening skills. Effective use is made of staff and voluntary helpers so that they can focus on the needs of a group. Staff use a variety of approaches to interest the pupils, adapting their approach so that the pupils are given suitable opportunities to express themselves. Teachers intervene effectively and show sensitivity in asking questions and in guiding the pupils. In both classes there is a positive learning atmosphere.

19. There are many strengths and few weaknesses in the teaching. Where teaching is most effective, lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. There are clear explanations, instructions and demonstrations. There are high expectations of what the pupils can achieve and they are effectively managed, thus ensuring that pupils work productively. Where teaching is less effective, pupils are expected to listen for too long, the skills of the classroom assistants are not fully used and, on occasions, the higher attainers could be encouraged to achieve more, sometimes through more challenging tasks. Most teaching is characterised by effective features. There is recognition in the school of the need to plan for the monitoring and evaluation of teaching and learning.

20. The skills of literacy are taught well, partly through the literacy hour. The staff make good use of the approaches in the National Literacy Strategy and use resources well to develop pupils' interest. The staff make good teaching points about the style and mechanics of language and link this well to the sharing of texts as a class. Appropriate challenge is provided for the pupils and teachers give clear guidance on skills such as spelling and handwriting, which are taught in both classes. The teaching of reading, which has a high priority in the school, includes appropriate opportunities for pupils to build words from letter sounds. The teachers show good subject knowledge and their own love of books and language rubs off on to the pupils.

21. The school is aware that, overall, mathematics results in the National Curriculum tests have been lower across the school as a whole over recent times than results in the other core subjects. The National Numeracy Strategy is helping to raise standards, especially in mental skills. The quality of teaching in mathematics is good and is contributing to a lifting of standards. There is good teaching in mental arithmetic, with teachers placing a strong emphasis on the quick and accurate recall of number facts. Most lessons have good pace and challenging tasks. Teachers make good use of skilful questioning towards the end of the lesson to ensure that pupils have understood what has been taught. The homework activities provided offer additional opportunities to practise and reinforce skills.

22. During the inspection, due to the short time scale, it was not possible to see teaching in a number of subjects. In the subjects seen, the teaching was at least satisfactory and often good, with some good features. There is a need to develop the teaching in information technology at Key Stage 2, although the level of resources, both hardware and software restricts opportunities for its use across the curriculum. The teaching can be enhanced and supported by a wider range of programs to support most of the areas of the curriculum.

23. Teachers' subject knowledge is generally good, particularly in the basic skills of numeracy and literacy, although confidence is less secure in information technology. Although teachers set clear objectives and focus on what is to be achieved, the quality of the medium term planning is inconsistent across the school. There is recognition of the need to review and develop clear and manageable long, medium and short term planning practices and to more clearly identify assessment opportunities. The teachers provide good support and guidance through verbal comments which inform pupils how they can improve. Pupils' work is regularly marked.

24. Teachers use praise effectively and develop pupils' self-esteem which contributes to the pupils' positive attitudes to learning and their will to succeed. They show a good knowledge of individuals and their needs. The needs of the pupils, including those with special educational needs, are met through the good quality teaching. Pupils are generally challenged and engaged in their learning, with very good relationships as an integral part of the teaching.

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

25. The quality and range of opportunities for learning provided by the school is good. All pupils have equal access to the curriculum, which includes all the appropriate subjects and religious education, and gives clearly focused time for literacy and numeracy. The curriculum is generally balanced and broadly based, providing appropriate coverage of the National Curriculum at both key stages, except in information technology at Key Stage 2. Pupils need fuller and more regular access to the programmes of study in information technology in order to receive their full entitlement. The curriculum can be enriched through the development of programs to support learning across the various areas.

26. The curriculum provides a broad range of worthwhile activities which meet the needs of pupils including those with special educational needs. Provision for pupils with special educational needs is good. They are supported through the provision of differentiated activities and the work of the classroom assistants. Individual education plans for these pupils are appropriate and used effectively to determine their work. Their work is monitored

and their progress is evaluated in relation to the individual targets set. The newly appointed teacher is the co-ordinator and has made a good start in this new role.

27. Staff have been well prepared through in-service and in-school activities for the introduction of the national strategies for literacy and numeracy. This has contributed to the effectiveness of the teaching of the basic skills of both literacy and numeracy. The school has appropriately modified the literacy and numeracy hour arrangements to suit the two classes which contain a wide range of ages and abilities. Provision to provide extra resources including a variety of big books is ongoing. A good innovation has been the intensive reading programme including extra help given daily to lower attaining readers.

28. The school has developed some extra-curricular activities including popular football training and coaching sessions. A weekly sewing club is held as an extension of craft sessions in class and a weekly recorder group is organised at lunchtime. A group of parents provide responsible supervision of the activities. A number of parents feel there could be more extra-curricular activities. Given all the responsibilities of the teachers, it is understandable that there are few extra-curricular activities. Nevertheless, the school is considering ways of extending them.

29. The curriculum is enriched through the good use of the local area, including making use of the Woolley Moor Trail, together with regular visits to places further afield. Residential activities are provided for Key Stage 2 pupils to various adventure and outdoor pursuit centres, where they learn a variety of skills. Pupils had visited the Millennium Dome in London just prior to the inspection.

30. A key issue for action from the last report was for the school 'to develop a curriculum framework for each key stage which ensures that sufficient time is allocated to all areas of the National Curriculum'. A framework has been established to ensure a broadly appropriate coverage for all subjects, except information technology at Key Stage 2. Another issue was 'to review curriculum planning arrangements to ensure elements of each curriculum area are taught progressively through topics or separate subject'. Schemes of work for English, mathematics and science are in place although more work needs to be done on all the other subject areas to ensure they are being taught progressively. This can be developed in conjunction with the introduction of the new National Curriculum. Planning the curriculum is an area for review and development. The current arrangements are inconsistent, although there is clear recognition by the school of the need to address this area.

31. The arrangements for health and sex education are good. Sex education is included within the framework of science and health education and at Year 6, pupils receive some input from the community nurse with parental agreement. Modern health education videos are used and parents are invited to an evening when the videos are viewed and questions are answered. Drugs awareness is included in the healthy lifestyle element of the science programme. Overall, the provision for personal, social and health education is good.

32. The school has developed very good links with the local community and the community links contribute very effectively to the pupils' learning. Regular meetings and visits to school by the local police, the road safety officer and the community nurse are arranged. A retired headteacher plays the piano for Key Stage 1 music lessons and the weekly community assembly. A local artist helps with art at Key Stage 2 and runs a book club. Members of the community help the Key Stage 2 pupils with well dressing, where every child helps with the design and making of the school's well for the annual ceremony.

33. The weekly early years session for children of pre-school age organised by volunteers, is an invaluable induction in helping children to socialise with their peers and become familiar with routines before starting school. Good links are forged with other primary schools through sport and music. Transition at 11 is helped by staff visits from the secondary school and visits by pupils to the school prior to starting.
34. The school makes good provision for the pupils' spiritual, social and cultural development and very good provision for their moral development. The pupils respond well to the opportunities offered in each area. Parents are satisfied that the values promoted by the school have a positive impact on their children and evidence from the inspection supports this view. The school plays a key role in preparing pupils for the opportunities, responsibilities and experiences of adult life.
35. Provision for spiritual development is good. The headteacher provides a clear spiritual and moral lead which is well supported by the staff. A daily act of worship positively and purposefully promotes Christian values and morality. These occasions promote quiet time for personal reflection; they are well planned and capture the pupils' interest. To introduce one of the themes, a taped bird song was played and a spirit of awe and wonder was clearly experienced by the pupils. The weekly community assemblies led by the vicar, with parents and local people invited, reflect the caring ethos of the school. An elderly member of the community spoke about his grandfather's bequest of a Bible for all 7 year olds, which led to a presentation of Bibles.
36. The school makes very good provision for the pupils' moral development and their understanding of right and wrong. Staff encourage pupils at all times to be positive in their approach to others and to develop a consistent pattern of behaviour. Having respect, being friendly, caring and being fair in sharing resources are qualities which are present in the everyday life of the pupils. Success is celebrated in the weekly assembly; for example, winning at a football match, with emphasis placed on the taking part rather than the winning.
37. The school successfully fosters a family atmosphere which promotes the pupils' social development. In both classes, pupils work well together, giving support and encouragement to each other. Pupils with special educational needs are well integrated into this caring environment. Good examples of spontaneous care for others and concern for them were seen on many occasions. Pupils respond well when they are given opportunities to work collaboratively or in pairs. They welcome visitors politely and make the most of these opportunities to talk. Funds have been raised for a variety of charities including 'Shelter' and boxes have been filled with gifts for deprived children in the Third World.
38. Provision for cultural development is good. Pupils learn of their heritage and of the importance of caring for it through their geography; for example, through the Woolley Moor Trail. The school is a focal part of the village community and many volunteers share their experience and expertise with the pupils. The curriculum includes studies of other cultures and faiths, such as Judaism, Islam and Buddhism. The class libraries reflect the multicultural nature of society and contain folk tales from around the world. In art, religion and English they are exposed to many words that enhance their appreciation of different ethnic backgrounds, for example, at the time of the inspection, Key Stage 2 pupils were studying poetry in Japanese 'Haiku' style.
39. The provision for the pupils' spiritual, moral, social and cultural development has a positive impact on the quality of education and is one of the school's many strengths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school is successful in providing a good level of care to ensure pupils' welfare and safety. Inspection findings agree with parents' views that this is a very caring, supportive school. Pupils are happy to come to school, they feel secure and valued and cope well with school life because of the support and guidance they receive. Staff listen carefully and patiently which results in pupils feeling confident to ask for help or answer questions. Teachers clearly know their pupils and their families well and use this knowledge sensitively to help and support pupils in all aspects of school life. The process of getting to know children begins before they start school. Relationships throughout the school are very good. Pupils frequently support each other in class and around school. Children under five establish effective relationships with other children and adults. They are well supported by staff and the older pupils in school.

41. The school has effective measures to promote the very good behaviour which is a strength of the school. Teachers and other staff maintain positive discipline in a calm effective way. Throughout school pupils work well with their teachers responding positively to praise and encouragement. Pupils enjoy the whole school challenge, collecting points for good work and behaviour. They look forward to the announcement of the winning group at the end of the term which receives a special reward.

42. Pupils' attendance is good overall and absences are effectively monitored. Incidents of unauthorised absence are rare. Parents inform the school of any absences and, in the very few instances where this is not the case, the school checks to see that the pupil is at home safely.

43. All staff, including midday supervisors, provide a good level of supervision and carry out their duties in a caring way. Comprehensive welfare procedures are in place. The school follows local authority guidelines for health and safety and has adopted its own policy outlining procedures and practices in place in school. The health and safety governor has put into place a detailed programme for regular risk assessments in all areas of the school. Child protection procedures are in place and all staff are aware of the requirements. The school addresses health and safe living very well through regular visits from the community police officer. He talks to the children about issues such as drugs awareness, stranger danger and road safety. Staff work hard to provide a caring, safe environment for the pupils.

44. There are clear and effective procedures for the early identification of those pupils with special educational needs and the school's arrangements meet the requirements of the national Code of Practice. The provision is good and pupils make good progress. Each pupil on the register has a suitable individual educational plan with specific targets. The school gives good consistent support to these pupils in the development of the basic skills. The work benefits from close liaison with outside agencies and the work of the newly designated special educational needs co-ordinator.

45. Since the last inspection the school has made satisfactory progress in developing procedures for assessing pupils' attainment in the core subjects. The developments are significant given the instability in staffing over the recent years. Baseline assessments are undertaken on entry to the school and are providing useful information. A major advantage of being a small school is that the staff have a very good knowledge of individual pupils' abilities and a good deal of informal assessment takes place, much of which informs curriculum planning. Formal assessments in the core subjects, linked to National Curriculum

levels, take place each term and are recorded in the pupils' individual assessment books. In addition, other testing is carried out each year with information collected from standardised and national tests, including the optional national ones which the school has recently introduced. The school evaluates and analyses results but has not yet developed a system for recording the results in individual profiles in order to track the progress of individual pupils over time, and to help plan for the future needs of the pupils. The school has introduced a useful system to monitor pupils' progress in information technology. There are currently no formal procedures for assessing and monitoring progress in non core subjects.

46. Pupils' personal development is monitored and recorded well. The school is most successful in valuing pupils' achievements and raising self-esteem. In the weekly community assembly, pupils' efforts are acknowledged and celebrated. Throughout the school, support staff and volunteers are used effectively to assist those pupils who need additional help to fulfil their potential. This has a good impact on raising the achievements of individual pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' views indicate a high level of satisfaction with the school. The responses from parents, at the parents' meeting and in their answers to the questionnaire, are very supportive of the work of the school. The school has successfully rebuilt its very good relationships with parents since the time of the last inspection. Parents have given invaluable support to the school and staff through the recent difficult and uncertain times. They acknowledge the recent improvements and feel the school has a very positive, caring ethos. Some parents have expressed the wish for more extra-curricular activities and this is an area which the school intends to develop. Inspectors support parents' positive views on the work of the school.

48. The school gives clear, useful information to parents and encourages them to become involved in their children's work; parents appreciate this. Teachers are accessible and approachable which enables them to build up a good rapport with parents. Good information about the school's daily life and events is available in the prospectus, governors' annual report and newsletters which are all well presented and useful for reference. The school has identified the need to include its aims in the prospectus. Curriculum information for parents is good. There is a brief outline in the prospectus, which is supplemented by additional newsletters on areas such as literacy and numeracy. Parents are given detailed information about the learning objectives for numeracy for each year group.

49. Parents can talk informally to staff at any time and there are formal opportunities for them to meet with teachers to discuss their child's progress, which the majority of parents attend. The written reports to parents are satisfactory; they focus on what the children know, understand and can do, particularly in the core subjects. The reports could benefit from more detail on the child's strengths and weaknesses and the progress made throughout the year. The school works closely with parents of children with special educational needs. Parents are informed from an early stage of the school's concerns about their child and are kept well informed about progress. A carefully planned induction programme ensures that each family is well prepared for their child to start school.

50. The school has done much to develop and sustain effective relationships with parents in order to involve them in the learning of their children. Parental involvement has a good impact on both the pupils' learning and the work of the school. Several parents help regularly in school and many more willingly help on educational visits. Parents are

effectively deployed in the classrooms making a positive contribution to the standards attained and some give invaluable support in running extra-curricular activities. A group of parents work well organising social and fund-raising events, raising considerable funds for the school. Parents are happy to support their child when work is sent home. Many parents listen to their children read and make regular comments in the home-school reading record book. They are interested in school and support the home-school agreement. The school seeks parents' views formally and informally and listens to their views and suggestions. The school enjoys a very good partnership and effective links with parents and these add to the quality of the educational provision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The school has moved forward, steadily improving and rebuilding confidence following the recent difficult times with a strong commitment to further raising standards and the quality of education provided. The headteacher, staff and governing body are working very effectively and co-operatively as a team. Although relatively recently appointed on a permanent basis, the headteacher is providing clear educational direction for the work of the school aimed at further improving the quality of teaching and learning. She is a well motivated and enthusiastic leader who is raising expectations, setting and achieving goals for improvement and maintaining the school's strong community and Christian ethos in which every pupil is valued. A very positive start has been made to curricular review and development. Despite a heavy workload, the headteacher succeeds in combining the management of the school with a full-time teaching commitment. She is well supported by the staff and together they are developing a corporate approach to the work of the school; this enables it to function with a common sense of purpose, built on a strong partnership with parents.

52. Although the governing body is very supportive of the work of the school and fulfils its statutory duties in retaining oversight of the budget, plans and policies, there is a need to significantly develop its role. The majority of governors, including the chair, are relatively new in post. They realise the value and need for training in their roles and responsibilities. Several school-based courses are in the process of taking place and the governors have formed appropriate sub-committees. The governors responsible for numeracy and literacy have attended training on the new strategies and have taken part in lessons at both key stages. Governors help in school using their areas of expertise; for example, in art, music and information technology.

53. The school is at the start of the monitoring and self-evaluation of its performance with a view to addressing the major needs and moving forward positively in all areas. Both teachers have recently attended a three day local education authority's course on school self-evaluation. The headteacher's full time teaching commitment makes monitoring difficult, although careful scrutiny of planning and pupils' work, together with the use of assessment tests and regular communication with all concerned, give clear insights into the work of the school as a whole. The school identifies priorities and targets in consultation with the governing body and, if necessary, funding to provide resources. Although the school development plan is seen as a useful tool for improvement, it fails to provide a long term view of development. There is a need to extend it to cover a longer period and to broaden its scope so that it covers all the key areas of school life. It can provide a helpful, clear and manageable time-scale for all the school's plans for improvement. At present important priorities are to develop long term schemes and plans in the core subjects, ensure continuity between year groups and key stages and update resources. The school is not in the current

cycle for the National Grid for Learning and the Internet. Parents have enquired about paying for this facility to be installed.

54. The overall management of resources is good. Educational developments are supported through careful financial planning. There is a finance sub-committee but generally decisions on finance are taken by the full governing body. The problems suffered by the school over the last three years have made the financial situation uncertain with a large overspend to pay back, incurred by extra supply teachers and sickness pay. Parents were very supportive and paid several regular bills; for example, alarm maintenance and the library loans service. Now the school is on track to finish this school year with only a small overspend. Given better financial circumstances and the growing number on roll, the governors need to develop a strategic plan for the immediate and future development of the school. This should include the consideration of extra staffing.

55. Through the secretary's good use of computerised records, the school has an accurate up to date picture of its expenditure and commitments. Routine administration and organisation are very effective, enabling the school to function smoothly. Overall financial control is good. The last auditors' report in 1999 stated that most records were of a high standard and well maintained. The minor recommendations of the audit report have been acted upon. The best value principles of comparison, challenge, consultation and competition are applied in the school's management and use of resources.

56. Both the teachers are suitably qualified to meet the requirements of the National Curriculum and religious education. Support staff are generally well deployed and are effectively briefed by the teachers about ways in which they can best support pupils' learning. Arrangements for professional development are satisfactory and well focused on curricular developments. Job descriptions have recently been reviewed. Formal appraisal is not in place, although the headteacher is in the process of being appraised. There is effective induction of staff new to the school.

57. The school is bright, orderly and tidy and it benefits from the conscientious care and commitment of the very good caretaker. Pupils receive good support from efficient kitchen and supervisory staff. The school has adequate accommodation but the two classrooms are not ideal for the present numbers; often to avoid the cramped conditions, teachers make good use of the library and the hall for teaching sessions. Outside there are extensive grounds, a hard play area and fields for games.

58. Satisfactory resources cover the requirements for most subjects of the National Curriculum, except for information technology where they are inadequate. 'Friends of the School' provided basic equipment and resources during the school's period of instability but now that the school has only a small deficit to clear, fund-raising money may be used for extra resources. Efficient use is generally made of time, except that teaching time at Key Stage 2 is below national recommendations.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed. In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ continue to raise standards at Key Stage 2 and target raising standards in mathematics

across the school by:

- *systematic monitoring and evaluation of teaching and learning;*
- *continuing to identify and develop clear strategies for effective teaching;*
- *raising expectations of what the pupils can achieve;*
- *continuing to develop resources which support improvement;*
- *continuing to develop the good quality support for pupils with special educational needs;*
- *consistently providing more challenging work for the higher attainers;*
- *involving parents and pupils by providing clear targets for improvement.*

(paragraphs 1, 3, 21, 66, 67, 77 and 83)

- ◆ improve the information technology curriculum, especially at Key Stage 2 by:

- *improving the level of resources, both in terms of hardware and software;*
- *identifying appropriate opportunities for the development of information technology skills across the curriculum;*
- *increasing teacher confidence through support and training;*
- *developing structured opportunities for information technology teaching and the practising of skills.*

(paragraphs 5, 25, 64, 91 and 93)

- ◆ develop self-evaluation of the school's curriculum and performance to enable:

- *the monitoring and evaluation of teaching and learning;*
- *the review and development of planning the curriculum and the development of schemes of work to guide the planning;*
- *the review of pupils' performance to inform target setting.*

(paragraphs 9, 19, 23 and 30)

- ◆ extend the scope of the school development plan by:

- *ensuring it covers all the appropriate areas;*
- *providing a longer term view of school development;*
- *providing a clear and manageable time-scale for all the school's plans for improvement.*

(paragraph 53)

In addition to the above areas, the following less critical areas should be considered for inclusion in the action plan. These are indicated in paragraphs 52, 54 and 58:

- ◆ the development of the role of the governing body, partly through the creation of a strategic plan for the short term development of the school;
- ◆ a review of teaching time at Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

24

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

35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	17	54	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	49
Number of pupils eligible for free school meals	5

Special educational needs

	No of pupils
Number of pupils with Statements of Special Educational Need	0
Number of pupils on the school's special educational needs register	2

English as an additional language

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

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 and Key Stage 2

In accordance with statutory requirements, the results of National Curriculum assessments are not reported as the number of pupils at Year 2 and Year 6 were less than 10.

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	42
Any other minority ethnic group	0

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, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24.5 : 1
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	18

FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	94,189
Total expenditure	79,360
Expenditure per pupil	1,936
Balance brought forward from previous year	- 16,663
Balance carried forward to next year	- 1,834

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:	49
Number of questionnaires returned:	35

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	80	20	0	0	0
My child is making good progress in school	63	34	3	0	0
Behaviour in the school is good	69	31	0	0	0
My child gets the right amount of work to do at home	37	46	6	3	8
The teaching is good	57	40	0	0	3
I am kept well informed about how my child is getting on	43	51	6	0	0
I would feel comfortable about approaching the school with questions or a problem	74	23	0	0	3
The school expects my child to work hard and achieve his or her best	60	40	0	0	0
The school works closely with parents	57	40	3	0	0
The school is well led and managed	69	31	0	0	0
The school is helping my child become mature and responsible	63	37	0	0	0
The school provides as interesting range of activities outside lessons	37	43	17	3	0

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59. Of the six children in the Reception year, four were under five at the time of the inspection. These children having entered school at the beginning of the school year, have adapted well to routines and have benefited from earlier weekly visits to the school's early years pre-school group. All the evidence indicates that the children will reach the Desirable Learning Outcomes by the time of entry to statutory schooling and that most will exceed expectations for children of his age. Attainment in all the areas of learning is generally good, although attainment in language and literacy, mathematics and personal and social development is particularly good, and children make good progress by practising, consolidating and extending their skills. The children have a good foundation upon which to build by the time they enter Key Stage 1 and most are working towards level 1 of the National Curriculum.

60. The children receive good support from the classroom assistants, part of whose roles are to work with the Reception children. Overall, the quality of teaching is good and benefits from the very good relationships. Pupils in Reception are taught alongside Year 1 and Year 2 and the presence of older children as role models has a positive impact on the rate of learning and on the expectations of the staff. The staff show a good knowledge of individual children and their needs and there are very good relationships with parents who are appreciative of the good start the children are given to their school lives. The good quality of the teaching has a very positive impact on the levels of attainment and the progress the children make.

61. The children's personal and social development is seen as a very clear priority and the children attain well. At the time of the inspection the children were well established in school and were confident and secure in their school environment. They have good levels of self-esteem and this confidence impacts well on the quality of their learning. They have established relationships with both adults and other children. They show increasing levels of concentration and perseverance and are eager to explore new learning situations with obvious enthusiasm. They consider the consequences of words and actions for themselves and others.

62. Children's attainment and progress are good in language and literacy to which a high priority is given. Children develop good speaking and listening skills and learn the importance of taking turns and listening to each other. Reading is highly valued and children know that text conveys a message and that it is read from left to right and from top to bottom. They associate sounds with letters and most are beginning to read simple text using these skills. They are developing early writing skills and most can write and recognise their names. There is a good range of available books including big picture books. Although space is tight, a role-play area could provide a range of learning environments to stimulate speaking and listening skills. When the temperature allows, they have access to an outside playhouse. There are times when the early part of the literacy hour goes on too long to keep the full attention of the under-fives.

63. The children receive good support in numeracy and are beginning to work towards the appropriate National Curriculum targets in mathematics and attainment is generally good. Children can sort and classify; they can sequence and recognise numbers to 10 and they perform simple addition through the use of board games. They begin to learn and use mathematical language and have some understanding of basic concepts such as heavier

than and lighter than.

64. Children are given good opportunities to learn about the local area as part of knowledge and understanding of the world; for example, visits to the play park, the village trail and a local reservoir which enhance their learning about their own village. They learn about the past; they review their own lives and compare themselves now to when they were babies and in so doing they acquire appropriate vocabulary to express the passing of time. They learn about living things by using the school's grounds; they grow carrots, cress and beans; they feed the birds and use the school's 'mini-beast' garden. They experiment with bulbs and batteries and with magnets and magnifying glasses. They bake and make models with construction kits. Technological understanding benefits from access to computers but the use of a wider range of programs can be developed to further support the teaching of the basic skills.

65. Children paint and make pictures as part of their creative work. Most are competent at using plasticine and play dough to make models and there are opportunities for children to cut and stick. They sing a range of songs and begin to develop a sense of rhythm, enjoying nursery rhymes and action songs; a good range of percussion instruments supports the work. Planning for physical activities adds to the range of tasks to help children's fine motor skills; for example, using tools, painting, cutting, gluing and writing. Children have some opportunities for running, climbing and jumping but there are few opportunities for outside play with large toys and equipment. This area could benefit from further development with reference to the new national Early Learning Goals which are about to be introduced. There are plans to review planning arrangements and for the under-fives; this can usefully be done in light of the new goals.

ENGLISH

66. In accordance with statutory requirements, results of National Curriculum assessments are not reported as the number of pupils in 1999 at Key Stage 1 was less than 10 and at Key Stage 2 was significantly less than 10. As a very small number are assessed each year levels of attainment in English and other core subjects can, and do, fluctuate from year to year. Nevertheless, national performance data indicates that, over a four year period from 1996 to 1999, the Key Stage 1 results were significantly better than the Key Stage 2 results.

67. Taking the four years together, data figures show that the performance of pupils in English at Key Stage 2 was well below the national average. Over the same four years, national performance data shows that the performance of pupils in writing at Key Stage 1 was well above the national average, whilst the performance in reading was very high in comparison with the national average. This informs an important issue for the school to address, which is raising standards at Key Stage 2. This is critical in English because of the impact that good attainment in basic literacy skills has on nearly all the subjects of the curriculum.

68. Due to staffing difficulties there has been instability in the teaching at Key Stage 2 in recent years which has had an adverse effect on the continuity of provision for the Key Stage 2 pupils. Although much is being done and standards are beginning to rise, at the time of the inspection standards of attainment of the relatively small number of pupils at Key Stage 2 were judged to be sound and broadly in line with national averages. Standards at the end of Key Stage 1 were judged to be good and above national averages. The previous report suggested that standards at both key stages were in line with national expectations. Children

under five attain well in language and literacy and make good progress.

69. Pupils make satisfactory and sometimes good progress in writing. Although progress in reading is generally good at both key stages, it is more marked at Key Stage 1. Pupils with special educational needs make good progress and are well supported throughout the school. Pupils' speaking and listening skills are well developed by the end of both key stages. At Key Stage 1, pupils are able to speak about their work with confidence and respond well in discussions with teachers, classroom assistants and fellow pupils and confidently ask about things they wish to know. They listen attentively both in lessons and to one another. By the end of Key Stage 1, most pupils can express their views clearly and they have developed vocabulary to explain their ideas and opinions; for example, they can give an explanation of the term 'ingredients' and give examples.

70. By the end of Key Stage 2, pupils show increased confidence in speaking and listening tasks. They take turns when listening and contributing their suggestions and answers and show appreciation of others' points of view. They speak with confidence and choose words carefully; for example, when discussing books, the higher attainers are able to comment critically on the content of stories. They listen to each other well in discussion and ask and answer questions appropriately. Pupils reflect well on previous experiences; for example, the visit to the Dome and their residential visit. The oldest pupils reflect on their time at the school and talk about the move to secondary school.

71. By the end of Key Stage 1, levels of attainment in reading are above the national average; at Key Stage 2 they are in line. At Key Stage 1, younger pupils understand and use their knowledge of sounds that letters make effectively in order to build words. In Year 2, pupils' reading of simple texts is generally accurate and shows understanding. Higher attainers read a range of books with accuracy, fluency and expression. At Key Stage 2, most pupils become competent readers. Those who are less fluent can generally make use of appropriate strategies to help them understand the meaning. The majority of pupils can discuss characters and select main features from text. Higher attaining pupils understand how to make good use of reading aids such as an index, chapter headings and contents lists. Pupils know how to use reference books to research information for other subjects.

72. By the end of Key Stage 1, levels of attainment in writing are above the national average. In Year 1, pupils are beginning to write simple words accurately using appropriate letter formation. Older pupils make good use of dictionaries and word lists and can construct sentences correctly. They write poems and prayers; they write about Diwali and about the harvest festival. They write about 'Winnie the Witch' and they write imaginative stories such as ones on 'The Magic Bus'.

73. By the end of Key Stage 2, most pupils can write independently with sustained concentration. Most pupils write accounts which are often linked to topic work, such as the one on 'Ancient Egypt'. They write interesting accounts of school outings, such as the one to Crich Tramway Museum, and they write imaginatively, as in 'The Travels of a Ribbon' and 'The Day a Dragon Visited our Class'. In science, they write accounts of experiments to see how much water a plant uses in a week. They write well structured book reviews. Pupils at both key stages use the computer for word processing but not for accessing information.

74. The good quality of teaching means that the pupils respond well. Attitudes and behaviour are good, partly because the lessons proceed at a good pace and engage their interest. Pupils work well together when undertaking paired tasks, showing perseverance and seeing the task through to the end. The quality of teaching impacts on the progress being made. The quality at Key Stage 2 is beginning to impact on the raising of standards

which is necessary for those pupils. The very good relationships add to the quality of learning.

75. The quality of teaching is good at both key stages. Lessons are well planned with clear learning objectives. Teachers manage pupils well and make good use of praise and encouragement. Focused questions and discussions are a feature in all lessons. Appropriate support is given to pupils with special educational needs. The literacy hour is providing a consistency in approach for both classes and good use is made of the strategy planning materials. Teachers capture the interest of the pupils through imaginative use of materials; for example, in a Key Stage 2 lesson when pupils were sensitively introduced to a good variety of contrasting poetry ranging from Ted Hughes to Roger McGough.

76. Standardised tests for reading are administered and strategies for day-to-day assessment and regular monitoring and recording of pupils' progress are developing well. Pupils' work is marked diligently and there are many examples of good constructive comments which are helpful to pupils for the improvement of their work. A lot of hard work has been invested in adapting the literacy hour to meet the particular needs of the school; procedures for its implementation ensure consistency of structure to lessons and are impacting on standards achieved. The provision of resources meets the needs of both the National Curriculum programmes of study and the National Literacy Strategy and includes a well stocked library. There is a useful policy and the national strategy is forming the basis of a scheme of work.

MATHEMATICS

77. Statutory requirements determine that, due to the small number of pupils assessed in 1999, the results are not reported. Although results can and do fluctuate, national performance data indicates that over a four year period from 1996 to 1999, the Key Stage 1 results in mathematics were significantly better than the Key Stage 2 results. At both key stages results in mathematics are generally lower than they are in the other core subjects. This informs an important issue for the school, to raise standards in mathematics especially at Key Stage 2.

78. At the time of the inspection, standards of attainment at the end of Key Stage 1 were judged to be good and broadly above national averages. At the end of Key Stage 2 they were judged to be sound and in line with national averages. Progress is good at Key Stage 1 and satisfactory at Key Stage 2. Progress of pupils with special educational needs is good across both key stages; pupils are set clear targets and monitoring of their progress is carried out.

79. By the end of Key Stage 1, pupils have an understanding of basic number and number patterns. They recognise mathematical shapes and can measure using appropriate units. They show skill when estimating, solving numerical problems and recording and interpreting data using graphs. Many have a working knowledge of 100 and are able to use this knowledge effectively in addition and subtraction calculations. The youngest pupils can count and order to 10 and price shop articles up to 10p. Year 1 pupils record and count numbers over 10, are able to recognise plane shapes such as squares, rectangles, hexagons, pentagons and circles by counting the number of sides. They recognise coins up to 50p and know their value and can add together varying amounts and understand amounts can be given using different coins. Year 2 pupils recognise and know value of coins up to £2. They are able to add and subtract two digit numbers and are beginning to understand the relationship between multiplication and division. They measure using non-standard units;

for example, hand spans and strides, and some standard units; for example, centimetres and metres.

80. At Key Stage 2, most pupils know their multiplication tables and are developing strategies to solve problems using addition, subtraction, multiplication and division. Progress improves by building on previous knowledge to reinforce learning. Pupils interpret data and illustrate their findings in graph form; they solve problems mentally and are able to explain different strategies used to reach answers. Year 3 and 4 pupils know how to build up their multiplication tables using a 100 square. Years 5 and 6 are able to explain strategies for solving 'beat the clock' multiplication facts. By the end of Key Stage 2, most pupils are able to manipulate large numbers with ease and are quick to see emergent patterns when working on multiples. They use measuring instruments with accuracy to find area and perimeter. They understand equivalent fractions and can convert fractions to decimals. They understand co-ordinates and illustrate this concept on a Treasure Island map. Oral skills are good and pupils give clear explanations of their work using appropriate mathematical language.

81. The quality of teaching is good at both key stages. Both teachers have a secure knowledge and understanding of the subject. They work hard in their planning and preparation for work with pupils of different ages and abilities. Good use is made of questioning and practical activities. Good plenary sessions are used at the end of the lesson to discuss and review the work covered.

82. The attitudes to work of the majority of pupils are positive; they show high levels of interest, respond well, listen to others and are generally appreciative of others' achievements. Pupils show genuine pleasure at others' success, for example, towards the winner of a 'beat the clock' multiplication task at Year 6. Most collaborate well when working on group tasks and are respectful of each other. Most pupils are confident to explain tasks and share their findings both with adults and with the whole class.

83. As mathematics results in recent years have tended to be lower than those in the other core subjects, mathematics needs to be targeted to develop strategies to raise standards at Key Stage 1 and Key Stage 2. There is a policy but the school realises that a priority is for schemes and planning in the subject to be developed in order to ensure continuity between year groups and key stages. Staff have been well prepared for the National Numeracy Strategy and a good start has been made to its implementation. A useful parents' evening enabled the school to inform parents about the school's expectations of the strategy. The school uses a range of methods to assess pupils' progress including standardised tests in addition to national tests. Each child has a personal assessment record book to which moderated work is added each term. Resources are satisfactory. The mathematics co-ordinator is new to this post; she is very keen, knowledgeable and enthusiastic about the subject and is giving priority to raising standards.

SCIENCE

84. One lesson was observed at Key Stage 1 and one at Key Stage 2. Evidence from these observations, discussions with pupils and a scrutiny of teachers' planning and pupils' work indicates that standards of attainment are sound and in line with national averages at the end of both key stages. Standards are similar to those found at the previous inspection.

85. In Reception and at Key Stage 1, pupils know the basic conditions for growth. They know about healthy eating and important body building foods. The youngest pupils know

how to choose a healthy lunch box and can draw effectively their chosen contents. The older pupils write about healthy and less healthy food giving explanations. They know about mini-beasts and discuss their display of butterflies, bees, centipedes, snails and ladybirds. They are familiar with the human skeleton and name the various bones. By the end of Key Stage 1, pupils can describe and record their observations, using simple tables when appropriate.

86. At Key Stage 2, pupils understand and draw the life cycle of flowering plants and include pollination, fertilisation and seed dispersal. They understand the properties of materials and know which are good and poor conductors of electricity. They know how to test thermal capacity. They experiment to discover which substances change after heating and know whether changes are reversible or irreversible. They predict how much water a plant uses weekly and check the accuracy of their predictions. They investigate the effect of light on plant growth, setting up their own experiments and evaluating the results. By the end of Key Stage 2, pupils recognise the need for fair tests, understanding how to alter one variable without affecting another.

87. Pupils respond well, especially to practical and investigative work. They make good progress at Key Stage 1 and sound progress at Key Stage 2. They approach their work sensibly, share ideas and materials and co-operate well together. The very good relationships within the school give the pupils confidence to take an active part in discussions. A Year 6 pupil described pollination in detail. Pupils at both key stages show positive attitudes towards their work in science, showing enjoyment and involvement in the activities presented to them. Pupils with special educational needs make good progress.

88. The quality of teaching observed was good or very good. Through the class teacher's good subject knowledge and the use of clear objectives outlined to the pupils, they understand the subject and work to the teacher's high expectations. Lessons are well planned with clear objectives and differentiated activities which enable all ages and abilities to work at their own level. Resources are used well; many provided by the teachers. Time at the end of lessons consolidates the teaching and provides an opportunity for pupils to discuss their findings. The quality of teaching has a clear impact on the response of the pupils and on the levels of progress being made.

89. There is an awareness of the need to observe safety guidelines and pupils are trained to work safely. The school's accommodation allows full use of practical activities and the external environment of the school offers opportunities for practical work such as the study of mini-beasts. To enhance the subject good use is made of visits to places of scientific interest; for example, Jodrell Bank and Carsington Park. The village offers valuable opportunities for studying stonewalling, weathering and growth in fields. Ogston Reservoir is used for environmental studies.

90. The school is making effective use of a published scheme and is in the process of personalising the schemes of work. Assessment is built into the planning and a piece of moderated work is retained termly and filed in the pupils' assessment record book. The subject is effectively co-ordinated. Resources are well organised and stored in classrooms where they are easily accessible.

INFORMATION TECHNOLOGY

91. Standards of attainment are sound at Key Stage 1 and unsatisfactory at Key Stage 2 because the pupils have inadequate access to the programmes of study of the National

Curriculum. Except for some word processing during the literacy hour, very few pupils were seen using the computers at Key Stage 2 during the inspection. There is a need for more routine use of computers with more progressive teaching of skills and fuller opportunities to practise them. More links need to be made with subjects across the curriculum, with a significant development of programs to support and reinforce the work.

92. In Reception and at Key Stage 1, pupils use computer software to complement their learning; for example, through a mathematics program on recognising money to the value of £2. In an art lesson about Matisse, the pupils' learning is extended by a program to improve the technique of drawing spirals when they draw and paint a snail. The pupils know how to use the printer without adult help and most pupils can operate simple programs, follow instructions and use keyboard commands. They are becoming more proficient in their use of the arrow keys and the mouse and are developing word processing and picture making skills. By the end of Key Stage 1, progress is sound across the range of experiences offered.

93. At Key Stage 2, pupils further extend their work processing skills; many can draft and edit written work using text and graphics. Collecting information from their studies in history, they use a CD-ROM encyclopaedia to gain further historical evidence about the Ancient Egyptians. Many pupils have computers at home and, therefore, have a sound basic knowledge in the subject. The school recognises the need to significantly develop the work at Key Stage 2. At the time of the inspection, the teacher had not been in post long enough to begin to address this issue. Pupils spend insufficient time on the subject to gain confidence in the full range of skills needed and therefore progress is unsatisfactory.

94. A policy is in place. Priority needs to be given to the development of plans and a scheme of work to guide the teaching and learning and promote continuity and progression throughout the school. The school is well resourced with computers but software needs updating and significantly developing. A useful pupil's record and assessment sheet is being developed.

95. The last report said there was 'little evidence of pupils at Key Stage 1 using word processing'. This has now been addressed but much remains to be done at Key Stage 2 to ensure that pupils receive their entitlement.

RELIGIOUS EDUCATION

96. As no lessons were seen in religious education during the inspection, there is insufficient evidence to make firm judgements on the quality of teaching and the pupils' response to it. Through a scrutiny of work displayed, pupils' work, teacher's planning and observations of acts of collective worship it is judged that pupils' levels of attainment are sound at the end of both key stages and meet the expectations of the locally agreed syllabus.

97. Throughout the school pupils show increasing understanding of festivals and celebrations in Christian and other major faiths. Pupils develop a sound understanding of religious concepts through stories from the Bible; for example, the younger pupils can retell the story of the 'Feeding of the Five Thousand'. All pupils are given a Bible from a local charitable bequest. They compose and write their own prayers of thanksgiving. By the end of Key Stage 1, pupils have good insights into the significance of the major Christian festivals; for example, Christmas and Easter. They know about the Hindu festival of Diwali and enjoy making rangoli patterns.

98. At Key Stage 2, pupils study festivals in more detail. They express their feelings both

orally and in writing through stories, poems and prayers. Pupils are able to discuss other religions; for example, Judaism, Hinduism and Buddhism. They can retell the Hindu story of Krishna and the butter pot. They know that the holy books of the Jewish religion are called Talmud and Torah. Both the syllabus and the approach of teachers encourage pupils to reflect on people's experiences. There is an emphasis on laws and rules and their importance in society; for example, Christians and Jews following the Ten Commandments is compared with pupils following their own home rules for looking after and caring for their own space and belongings.

99. Pupils making satisfactory progress in their knowledge of Christianity and other faiths and willingly express their ideas and opinions. They understand the effect of their fund-raising for charities and understand the poverty of some of the world's people as well as those nearer home; for example, through the work of 'Shelter'. Pupils with special educational needs make good progress in relation to their abilities.

100. Well organised and planned daily collective acts of worship complement the work in class with good use of shared themes, events and celebrations. Teachers use both their own and the pupils' experiences to teach about nature and Christianity and qualities such as caring, tolerance and responsibility for others. For example, a teacher leading an assembly used the story of 'The Wind and the Sun' to demonstrate how weather affects people's outlook and how thanks should be given for the natural world. Another assembly about a saint who loved birds, positively contributed to the spiritual development of the pupils by promoting ideas of care, thoughtfulness and a responsibility to look after the world. A weekly collective act of worship led by the local vicar, emphasises that the school is a focal part of a caring community and that all members are equally valued. This community meeting reflects the ethos of the school. Religious education makes a significant contribution to pupils' spiritual, moral, social and cultural development.

101. Resources, including artefacts, are used effectively and the accommodation is adequate for the teaching of religious education. The school receives valuable support from the local parish church and the vicar. The subject co-ordinator gives sound leadership and practical advice in terms of planning for lessons and assemblies.

ART

102. During the time of the inspection there were only two opportunities to observe the teaching of art. From a scrutiny of displays and of pupils' work and from discussions with teachers and pupils, it is clear that pupils make sound progress at both key stages. Pupils with special educational needs make good progress in relation to their prior attainment. Standards in art are broadly similar to those described in the previous inspection report.

103. In Reception and at Key Stage 1, pupils experiment with paint, pencils and a variety of materials to create colour and texture. They are introduced to the work of famous artists such as Matisse, when they use their observations to create their versions of the artist's representation of a snail. By the end of Key Stage 1, they have experienced a range of both two and three-dimensional work. Examples were seen of detailed sketches, paintings and friezes of mini-beasts as part of a science topic, of collages of skeletons, of computer generated art and interesting standing models of robots.

104. At Key Stage 2, pupils continue to develop their skills. They look closely at natural

and man-made objects and produce observational drawings and paintings such as ones on shells and flowers. After looking at and discussing the work of known artists, they are able to make detailed drawings of plants, concentrating on shape, colour and texture using a variety of media. Work is often linked to the ongoing topic; for example, in work on Ancient Egypt, including the making of Egyptian death masks. Older pupils take part in helping to contribute to the design and making of the school's well in the local well dressing activities. By the end of Key Stage 2, pupils have experienced some interesting activities which require them to use specific skills and knowledge, although the range could be extended. Sketches and drawings are often of a good quality.

105. Pupils respond well to the work. They settle to the tasks and co-operate together, applying what they learnt to their work. They learn the importance of attention to detail and concentrate well on their tasks, showing pride in their work.

106. The teaching observed was good overall with high expectations of pupils' work and behaviour. Very clear explanations and instructions are given in a calm and measured way to encourage the pupils to concentrate and understand the activities. Teachers motivate and enthuse the pupils and lessons proceed at a good pace with good quality support from the classroom assistant.

107. There is a policy for art but no scheme of work. The range of resources could be further developed. Art work on display throughout the school celebrates the pupils' work, enhances the appearance of the environment and makes a positive contribution to the school's ethos. For example, the creation of 'Millennium bricks' which have been individually decorated as part of a 'wall' and the time-line friezes which depict significant events over the last two thousand years.

DESIGN AND TECHNOLOGY

108. No lessons were seen in design and technology, therefore no judgements can be made on the quality of teaching and the pupils' response to it. Evidence from pupils' work, talking with pupils and a scrutiny of teachers' planning suggest that levels of attainment are sound at the end of both key stages and that pupils make appropriate progress.

109. In Reception, pupils select waste materials and use skills such as cutting, joining, folding and building to make vehicles. Year 1 pupils assemble and join materials to make racing carts. They make basic judgements about their work and test to discover the fastest cart. Year 2 pupils assemble and join materials to make robots; they draft their designs and follow them as closely as possible. The completed robots have batteries with switches and wires to operate the lights. All Key Stage 1 pupils designed and created their own Christmas cards with a robin theme.

110. At Key Stage 2, pupils enthusiastically discussed work they had completed prior to the inspection, describing the processes involved in designing, making and evaluation. Pupils design purses by discussing fabrics, seams and fastenings; they test a variety of fabrics for suitability, such as felt, needlecord and denim. They make paper patterns and try various types of decorative techniques; good learning objectives were in place in this designing process. Cross-curricular links with science are made by, for example, considering the properties of materials and in a study of food, including bread, when pupils investigated existing products and explored the functions and properties of the ingredients. They then drew on this knowledge when designing and making their own bread. Pupils designed and produced impressive death masks as part of their study of Ancient Egypt.

111. The work in design and technology involves a variety of interesting activities. The last report stated that the subject 'needs to be more carefully planned through the development of a scheme of work linked to topic work'. A policy and commercial scheme of work is now in place. Resources are satisfactory and easily accessed,

GEOGRAPHY AND HISTORY

112. Given the short amount of time in school and the way the timetable is organised, no lessons were observed during the inspection in either geography or history. Evidence from discussion with pupils, from a scrutiny of work and teachers' planning suggests that pupils receive an appropriate curriculum covering the required programmes of study in both subjects. Both geography and history are taught through an interesting series of topics which link both subjects and provide good cross curricular links; for example, a significant amount of the art work seen is based on topics studied. All the indications are that pupils at both key stages make appropriate progress and this confirms the findings of the previous report.

113. In Reception and at Key Stage 1, pupils begin to find out about the local area in both historical and geographical contexts. They learn about the village and its buildings. They write about when they were babies and interview parents on their own childhood. They consider the history of transport and learn about the Chesterfield and Brampton tram. They learn about the seasons of the year and the characteristics of each one. They begin to study maps of both the local and wider area; they can use a map to identify the countries which make up the United Kingdom.

114. At Key Stage 2, geographical and historical understanding are further developed. They extend their knowledge of the local area and recognise the important features which give Woolley Moor its character. They consider an area in contrast to their own when they visit Bridlington. They develop map reading skills through a visit to Hopton Cottage. As part of a study on the Vikings they learn about Viking gods, clothes and long ships.

115. They learn about the geography of Ancient Egypt and find about the work, costume and lives of ordinary people in Egypt 3000 years ago. They understand why and how mummies were made. In an interesting study of their own community over the last 100 years, they study maps, photographs and artefacts, including ones concerned with their own school and its predecessor. When studying the log book of Handley St Mark's National School, they learn that when the inspectors visited in April 1890 they observed that 'children were orderly and did their exercises in drill very fairly'.

116. There are policies for both subjects and cycles of topics to be covered. Guidance is being developed using the nationally prescribed schemes of work. The subjects are adequately resourced and good use is made of the topic boxes from the local education authority library loan service. A very strong feature of the work is the use made of 'The Woolley Trail' which has an excellent booklet which is on sale in the local area to raise funds for the school. The booklet was written by the headteacher and provides insights into the geography and history of the community; this is used well by pupils at both key stages. Residential visits, use of the local area and visits to places further afield give effective support to the teaching and learning. Examples include ones to Carsington Reservoir, Jodrell Bank and Bridlington for geography, and ones to the Jorvik centre, Chatsworth House and Crich Tram Museum for history.

MUSIC

117. Two music lessons were observed during the inspection, one at each key stage. Pupils, including those with special educational needs, make sound and sometimes good progress in the subject across the school. Attainment in singing is good at Key Stage 1. The planning materials indicate that pupils experience the appropriate range of activities.

118. In Reception and at Key Stage 1, pupils know a variety of songs; they sing well together with enthusiasm. They identify and sing high and low pitched notes. They are beginning to understand rhythm, can repeat patterns and change from fast to slow beats when clapping and singing. Pupils sing rhymes and songs with repetition; they can accompany themselves with percussion instruments on such songs as 'We can play on the big bass drum'. They enjoy seasonal songs such as 'Shrove Tuesday, Ash Wednesday' and 'Spring has Sprung'. They are able to use their voices expressively when singing. They are aware that in songs, a word can be covered by more than one note.

119. At Key Stage 2, pupils learn to create musical effects by using sounds. They further explore pitch using voices and tuned percussion. The teacher provides good opportunities for pupils to perform and evaluate the performance of others. In work on a musical version of 'The Tortoise and the Hare', they sing three note chants in parts representing the odds against the tortoise or the hare winning. They use chime bars, a glockenspiel and a xylophone to play a fanfare using specified notes, which is then recorded for later appraisal. They enjoy appraising 'The Tortoise' from 'Carnival of the Animals' by Saint-Saens, understanding that it is a composer's different musical interpretation of a tortoise.

120. Pupils sing well in assemblies; their singing is both tuneful and enthusiastic and they show obvious enjoyment when performing. The teachers are enthusiastic and make lessons interesting and full of variety. In the lesson seen at Key Stage 1, the good quality teaching was well supported by the quality of the accompaniment provided effectively by a voluntary helper. The lesson was well organised with pace, variety and good participation. The very good relationships make a significant contribution to the quality of teaching which impacts on the pupils' response and the quality of their performance. The teaching observed at Key Stage 2 made good use of the musical ability of the classroom assistant, an ability which could be further used in lessons. The teaching caters well for the pupils with special educational needs.

121. The subject is well resourced with a good range of percussion instruments including home-made ones. All Key Stage 2 pupils have access to recorders and a small number of pupils have peripatetic woodwind lessons. The curriculum is considerably enhanced by the good opportunities provided for all pupils to take part in performances at Christmas, on Mothers' Day and in the harvest festival. Pupils regularly take part in the Clay Cross and Ashover music festivals and visits are made to Youth Orchestra concerts. Although the school makes use of the local education authority planning materials, there are plans to develop a structured scheme of work.

PHYSICAL EDUCATION

122. Levels of attainment are sound and broadly in line with national expectations at the end of both key stages, as they were at the time of the previous inspection.

123. In Reception and at Key Stage 1, pupils develop and practise the skills of travelling using hands and feet and other body parts. They stretch, curl and balance. They apply the

same movements on the apparatus with emphasis on direction. They learn to link a series of actions on the floor and on the apparatus using different levels, speeds, directions and balance.

124. Although only a swimming lesson was observed at Key Stage 2, other insights were gained from talking with pupils and teachers' planning. Pupils, including those with special educational needs, continue to develop their gymnastic, athletic and games skills and expertise appropriately for their ages and abilities. In all aspects of the physical education curriculum, pupils are taught about a healthy lifestyle, developing positive attitudes towards sport and competition, and learning how to compete and participate safely. In the swimming lesson, pupils developed their skills well, gaining confidence and working towards personal targets; four pupils were timed in preparation for attempting their Honours and Gold national awards. The very small number of pupils who are not yet swimming very confidently move in the water using floats. The time at the pool is used well and a classroom assistant helps to supervise the pupils during the changing and travelling times.

125. The quality of teaching in the two lessons observed was good. Both lessons had clear objectives and were well organised; teachers make good observations of pupils and offer appropriate praise and encouragement. At Key Stage 1, clear instructions are given and good use is made of demonstration. The pupils put out apparatus sensibly and safely with effective guidance from the teacher. The hall activities benefited from the clean, safe floor. At Key Stage 2, all pupils were well managed and challenged throughout the lesson to improve their swimming strokes. The class teacher had very good input with a group of the younger pupils, helping them to develop their confidence. In the activities seen the quality of teaching had a clear effect on the response of the pupils; they were enthusiastic about the activities, they co-operated well and were supportive of one another.

126. Regular football training is provided by a parent volunteer. Girls are encouraged to participate although currently only boys attend the practices. A football match after school was played in a spirit of friendly rivalry; pupils played well and exhibited good quality ball skills and teamwork. Parents and pupils watched and supported enthusiastically. This is a worthwhile extra-curricular activity which enriches the school's curriculum and promotes social and moral values. There is a policy and scheme of work and resources are satisfactory.