

# INSPECTION REPORT

## **EDALE CE PRIMARY SCHOOL**

Edale, Hope Valley

LEA area: Derbyshire

Unique reference number: 112813

Headteacher: Mrs S Pillans

Reporting inspector: Mr T Neat  
2007

Dates of inspection: 11 - 13 September 2000

Inspection number: 224402

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Grindsbrook Booth Edale Hope Valley Nr Sheffield
Postcode:	S33 7ZD
Telephone number:	01433 670280
Appropriate authority:	Governing Body
Name of chair of governors:	Catherine Parker
Date of previous inspection:	27th April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Trevor Neat 20007	Registered inspector	Mathematics Science Design and technology Information and communication technology History Geography Physical education Equal opportunities	What sort of school is it? The school's results and achievements How well are pupils taught? How good are the curricular and other responsibilities? How well is the school led and managed?
Sue Boyle 19419	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing Accommodation Learning resources
Gavin Jones 22578	Team inspector	English Art and design Music Religious education Special educational needs Foundation Stage	Pupils' attitudes, behaviour and personal development

The inspection contractor was:

Full Circle  
The Brow,  
35 Trewartha Park,  
Weston-Super-Mare,  
North Somerset  
BS23 2RT

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Edale CE Primary School is much smaller than most schools of its type, having only 28 pupils compared to the national average of 226. It serves a rural community in Derbyshire, about 12 miles from Buxton. Most of the pupils live in privately owned houses and come to school by bus from homes within the Edale Valley. Although there is a wide range of ability, the attainment of most of the children joining the school is above the level found nationally. The percentage of pupils known to be eligible for free school meals is well below the national average. There are no pupils for whom English is an additional language. At the time of the inspection, the percentage of pupils identified as having special educational needs was below the national average and so was the percentage of pupils with Statements of Special Educational Need. A significant number of pupils leave the school before the usual time to enter private education.

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

Edale CE Primary School is an effective school, which takes full advantage of what the community it serves has to offer the education of its pupils. It has made great strides since the new headteacher took up her post about two years ago. Most pupils achieve satisfactory standards and some make good progress. The quality of teaching is satisfactory, and often it is good. The leadership and management of the school contribute effectively to the standards that pupils attain. The school provides satisfactory value for money.

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

- The headteacher leads and manages the school well, with very good support from the governors and staff.
- Teachers plan their lessons well to meet the needs of the different age groups and set appropriately challenging work.
- There is very good provision for pupils' social development and good provision for moral development.
- Pupils with special educational needs are supported well.

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

- Standards at Key Stage 2 in that aspect of information and communication technology that deals with giving computers instructions to make things happen and with monitoring events outside the computer.
- The effectiveness of how teachers assess and record pupils' achievements.
- The use of target setting.
- The information about attainment in pupils' reports.
- The governors' annual report to parents and the school's prospectus do not meet statutory requirements in the information they give.

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

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

The school was last inspected in April 1998. It has improved well since then. Nearly all the key issues raised in the previous report have been addressed. A plan for improving the school has been drawn up each year and appropriate targets identified. The governing body has approved the provision of time away from class teaching to give the headteacher more opportunities to manage the school. This has contributed to the success she has had in making improvements. The curriculum is better planned and balanced - less time is now

spent on swimming. The teacher of pupils at Key Stage 2 now plans lessons for all subjects, and a start has been made on improving pupils' awareness of the multicultural nature of British society. The provision for children at the Foundation Stage\* is better. The school's budget is now balanced effectively. The arrangements for teaching religious education now meet the requirements of the locally agreed syllabus and teacher appraisal has been restored. The quality of teaching has improved significantly, resulting in a better quality of learning for pupils.

## STANDARDS

The school's national test results are not included in the report because there are fewer than ten pupils in the cohort. It is not appropriate to include them since comparisons with other schools' results are statistically unreliable. Inspection evidence shows that most pupils attain standards that are in line with those expected nationally, and some exceed those expectations. Overall, standards are satisfactory and most pupils achieve appropriately in relation to their prior attainment. The school sets appropriately challenging targets, which it usually achieves. Pupils attain satisfactory standards of literacy and numeracy. Those at Key Stage 2 do not attain standards in line with those expected in some aspects of the curriculum for information and communication technology. This is because the school does not have the equipment needed. Pupils now reach the standards in religious education that are set out in the locally agreed syllabus.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The very positive attitudes of pupils to learning contribute well to the standards that they attain.
Behaviour, in and out of classrooms	Very good. This supports learning greatly and has a very beneficial effect on the quality of life in the school.
Personal development and relationships	Pupils' personal development is good overall. They respond well to teachers' questions, but do not ask enough of their own to further their learning effectively. The quality of relationships is very good.
Attendance	Very good.

Pupils' attitudes, values and personal development are a strength of the school.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Insufficient evidence	Good	Satisfactory

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

\* This is a newly designated stage of learning which deals with the education of children from three years of age to the end of the reception year in primary school.

Teaching is satisfactory. A high proportion of good lessons was seen during the inspection. 53 per cent of lessons were satisfactory and 47 per cent were good. The quality of teaching is good in English, in mathematics at Key Stage 1 and in those aspects of physical education observed. In science, mathematics at Key Stage 2 and geography it is satisfactory. In other subjects, although the school makes proper provision for teaching them, it was not possible to see enough lessons in order to make reliable judgements. The skills of literacy and numeracy are taught effectively, and often well. One of the strengths of the teaching is the hard work done by teachers to plan to meet the needs of the different age groups in their classes. They do this well. The teaching of pupils with special educational needs is good. The teachers use their time effectively to check how well individuals are achieving in the lessons. The final part of the literacy hour is not yet used to best effect, and the first part of some numeracy sessions is too long. Sometimes, support staff are not used as well as they could be.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Many improvements have been made. Overall, the curriculum now makes a positive contribution to the standards that pupils attain. It contains much to interest pupils and appropriate time is allocated to the teaching of different subjects. Pupils have excellent opportunities to benefit from contacts with writers, artists, musicians and clergy from their own community. However, those at Key Stage 2 do not receive their full entitlement to the information and communication technology curriculum, because the school does not have the special equipment required.
Provision for pupils with special educational needs	This is good. Pupils have full access to the range of lessons enjoyed by the other children. The teachers identify well the small steps needed for these pupils to learn, and as a result they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, there is good provision. Pupils' social development is promoted very well. Moral development is fostered well and satisfactory provision is made for pupils' spiritual and cultural development. The latter is weaker than the others, because more could be done to develop awareness of non-European cultures.
How well the school cares for its pupils	There are good procedures to promote child protection and pupils' welfare. All members of staff are trained in first aid. Good arrangements help children to settle into school quickly. The assessment and recording of pupils' attainment and personal development do not contribute as effectively as they should to raising standards.

Overall, the school has an effective partnership with parents. Parents and friends of the school raise considerable sums to support it. More information is needed in pupils' reports about what they know, understand and can do.





## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's clear leadership has been the key factor in successfully overcoming the serious weaknesses the school had at the last inspection. She has managed the changes needed for improvement very well. She is very well supported by the governors and the staff.
How well the governors fulfil their responsibilities	The governing body plays its part well in shaping the future of the school. It has good arrangements for gathering information and involves itself well in the life of the school. However, it does not ensure that pupils receive their full curriculum entitlement and that all the required information is included in the prospectus and its annual report to parents.
The school's evaluation of its performance	A good start has been made in checking the quality of teaching and planning. Further work is needed to ensure that this process is fully effective in raising standards.
The strategic use of resources	Financial resources are used effectively to achieve educational objectives. The school works well to ensure that it gets the best value from its resources.

The school is staffed well. The accommodation is unsatisfactory. There are not enough facilities for teaching games, gymnastics or dance to the pupils in Key Stages 1 and 2, and for promoting the physical development of children in the Foundation Stage. There are sufficient learning resources overall, although there are deficiencies in information and communication technology. More resources are needed to help promote pupils' awareness of different cultures more effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school expects their children to work hard and achieve his or her best.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• Their children like coming to school.</li> <li>• The teaching is good.</li> <li>• The school works closely with them.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no areas for improvement identified by parents.</li> </ul>

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

## **PART B: COMMENTARY**

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

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

1. Pupils at the school attain satisfactory standards. The records the school keeps, of the progress made by individuals, show that children achieve appropriately. This is due to the satisfactory, and often good, quality of teaching that is provided and the very good attitudes and behaviour of pupils.
2. Since the last inspection standards have improved in geography at both key stages and in religious education at the end of Key Stage 2.
3. The number of pupils in each year group is small. Sometimes there are no pupils in an age group. Also, the number of pupils with special educational needs and the severity of their needs varies. For these reasons it is not appropriate to compare the results that the school gets in the annual national tests with those attained in other schools, including those with a similar proportion of pupils entitled to free school meals. Also, because the size and the nature of year groups changes so much, it is not statistically viable to draw conclusions about trends in attainment from one year to another.
4. Inspection evidence also shows that, overall, pupils reach satisfactory standards. Those children who have only just joined the school are on course to achieve all the nationally agreed learning goals which they are expected to attain by the end of the reception year. In the areas of learning covered by these goals, the children are set to achieve those relating to communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. In the remaining area of personal and social development, the children are already well on their way to achieving the required standards. The school cannot easily cater for the development of children's whole-body skills because of the lack of space to store and set up large apparatus such as climbing frames.
5. At the end of both key stages, most pupils attain standards in English that are in line with those expected nationally. Some attain at a level above those expectations. Many pupils have good speaking skills when they join the school. They develop these appropriately as they pass through both key stages. This is due in part to their willingness to talk and listen, and their good attitudes to learning. Seven year olds speak clearly, even though their contributions to class discussions are sometimes brief. Pupils at Key Stage 2 use technical language well in both number work and science lessons. Most read aloud competently, although few read really expressively or discuss their reading in detail. Levels of achievement are at least satisfactory in reading. However, at Key Stage 1 some pupils do not successfully use the sounds of letters to help them tackle new words. This reduces their ability to read independently. By age 11, pupils read relatively long texts with good levels of concentration. Higher attaining pupils are able to discuss the plot and the characters in depth. By the end of both key stages pupils' achievement in writing is at least satisfactory. At Key Stage 1 pupils achieve well in spelling. Good examples of pupils writing at length were seen by inspectors; for instance, about Easter. Nearly all pupils write in a joined and legible script. Higher attaining pupils begin to use speech marks. At Key Stage 2, pupils plan their stories in some detail and make several drafts of their writing. This helps to improve the quality of their work. Those in Year 6 use conventions such as speech marks well, but few regularly write in paragraphs.

6. Pupils throughout the school attain standards that are in line with those expected in all aspects of mathematics. Many work at a level above those expectations. In all age groups, pupils' ability with numbers is the strongest part of their mathematical development. At Key Stage 1, they recognise patterns in numbers, such as odd and even sequences, and start to understand that the value of a numeral changes according to where in a number it is placed. By 11, pupils have much experience of mental arithmetic and can apply their number skills to solving problems involving percentages of measures such as kilograms. Higher attaining pupils multiply decimals to three places. In other aspects of mathematics, pupils at Key Stage 1 deal confidently with measures and shapes. For example, they know the different units of time and can name three-dimensional shapes such as cuboids, cylinders and spheres. Higher attaining pupils in Year 2 count the number of right angles in drawings of a series of different objects. By the time they are 11, most understand the metric system of measurement well. For instance, they express a given number of kilometres as centimetres, or millimetres as metres. They represent mathematical data in different forms, including graphs, and interpret the information. However, they do not use terms of probability, such as "likely", "fair" or "certain", to evaluate the outcome of events.
7. Pupils at seven and 11 attain standards in science that are in line with those expected nationally. At Key Stage 1, pupils' knowledge and understanding of life and living processes are not as strongly developed as in other areas of science. By the age of seven, pupils collect and record simple forms of scientific evidence. They recall appropriate information about their bodies; for example, the way in which the eye and the ear work. They begin to understand the properties of different materials and recognise the effect of forces on objects that are bent or squashed. By the time they reach 11 they develop their skills of investigation effectively and use methods such as a fair test. Their knowledge and understanding of plants and animals, materials and physical processes improves appropriately through, for example, the study of the role of carbon dioxide in plant respiration.
8. Pupils at the ages of seven and 11 also reach expected levels of attainment in nearly all other subjects of the National Curriculum. At both seven and 11 pupils reach the standards set out in the locally agreed syllabus for religious education. In information and communication technology there is insufficient evidence to judge standards and achievement at the end of Key Stage 1. However, because the school does not have the necessary equipment, the overall standards attained by the pupils at the end of Key Stage 2 are below those expected nationally. In design and technology there was not enough evidence to reliably evaluate standards at the end of either key stage.
9. Overall, pupils achieve appropriately throughout the school, including in the core subjects of English, mathematics and science. The hard work that teachers put into planning to meet the needs of the different age groups in their classes contributes strongly to this. However, there were a few instances in which further thought could have been given to providing more challenge for the older or higher attaining pupils, or where a little more time could have been used to ensure that all children understood their group tasks before they started them. These occasional lapses reduced the achievement of a minority of pupils in the lessons concerned. The unsatisfactory achievement of Key Stage 2 pupils in information and communication technology is due entirely to the lack of special equipment for teaching that part of the National Curriculum dealing with using computers to control events and sense physical data such as temperatures.

10. The work done in most subjects does not yet contribute fully to the development of pupils' literacy and numeracy skills. Science lessons do not provide suitable opportunities for them to increase their skills in handling data using computers.
11. Pupils with special educational needs make good progress at both key stages because of the very specific targets set out by the teachers in the education plans that are drawn up for each individual. These successfully lead pupils to make step by step gains in skills, knowledge and understanding.

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

12. The very positive attitudes, very good behaviour and good personal development of the pupils make a positive contribution to their learning and the standards they achieve. This is a strength of the school and an overall improvement since the last inspection.
13. Pupils come to school full of anticipation and excitement, and teachers successfully capitalise on this enthusiasm at a very early stage. In the vast majority of lessons, attitudes to learning are very good. Pupils listen to their teachers very well and respond to their questions readily. In a science lesson in Key Stage 1, pupils were very interested in various pots, which were provided for them to feel and smell. They were confident in discussing what they came across and were happy to share their learning with others. In a geography lesson at Key Stage 2, pupils were observed discussing the disruption to fuel supplies. They were challenged by this activity and generated ideas, showed initiative and were able to sustain concentration on the task. All parents who responded to the parental questionnaire circulated before the inspection said that their children liked school.
14. Pupils behave very well both in lessons and around the school. This has a very positive impact on the progress they make and on the quality of life in the school. This is a similar picture to that described at the last inspection. Pupils are clear about how they are expected to behave and respond well to the school's written and unwritten rules. In lessons, behaviour is good or very good and little or no time is wasted. On the rare occasions when they are necessary, pupils react promptly to reminders to behave well. They are courteous and polite to visitors. They answered questions posed by inspectors with openness and good humour. All pupils show a respect for classroom equipment and resources.
15. At playtimes and lunchtimes, behaviour is also very good. Pupils have devised a system of alternating use of the two play areas so that all have the chance to play football as well as other games. Whilst behaviour outdoors is boisterous, inspectors saw no evidence of harassment or bullying. On a number of occasions, older pupils were observed helping and playing with younger ones, sometimes by invitation and at other times by choice. In the parental questionnaire, parents considered behaviour to be good in the school.
16. The quality of relationships is very good throughout the school. At assemblies pupils are happy and confident to share their thoughts and answers to questions. Pupils in both classes carry out classroom responsibilities in a mature way. Older children carry out further tasks such as for preparing for assembly or looking after the library, cheerfully. They work together well, whenever the opportunities arise. Younger pupils, in the dance lesson observed, were happy to work in groups and respond to tasks related to the music of "The Pied Piper". More than once, the older pupils in Key Stage 1 were seen giving good support to the very youngest pupils in the class.

17. Pupils' personal development is good overall. They relate very well to each other and to the adults who work with them. They show a good deal of respect for the feelings of others. Older pupils listen courteously to those in their class who are much younger. They take responsibility well for tasks not directly supervised by the teacher; for example, in work to develop their literacy and numeracy skills. Pupils also show initiative. A good example was observed during the inspection when a young child was hanging back instead of going into the classroom at the end of playtime. The older pupil realised he had a duty to take care of the youngster and succeeded in persuading her to go in by offering a "piggy back". This was not needed since the two walked in hand in hand. However, whilst all pupils respond effectively to questions posed by the teacher, in the lessons observed, few asked questions to further their learning.
18. In the questionnaires completed by parents, nearly all thought that the school helped their children to become mature and responsive. Inspectors found this to be true.
19. Attendance rates are consistently very high. There are no unauthorised absences because parents and carers are clear about what to do if their child is absent, and the school is rigorous about following up unexplained absence. Pupils arrive on time for lessons.

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

20. Overall, the quality of teaching is satisfactory. A large proportion of teaching is good. 53 per cent of the lessons observed were satisfactory and 47 per cent were good. No unsatisfactory lessons were seen during the inspection. This consistently sound and often good quality of teaching has a positive effect on the pupils' achievements.
21. The quality of teaching has improved significantly since the time of the last inspection. There is now no unsatisfactory teaching and the proportion of good lessons has more than doubled. There is now effective planning for the children at the Foundation Stage. The teaching of geography and religious education are no longer judged unsatisfactory.
22. The most difficult task facing the teachers is that of meeting the needs of three or four age groups in the same class. They do this well. They successfully plan different tasks for each year group in the core subjects of English and mathematics. Also, they identify the small steps in learning that help pupils with special educational needs make good progress. This helps to ensure that all pupils are included in the right sort of activities and have equal opportunities to succeed. Another strong feature of the teaching is the extent to which teachers use their time effectively to move among the pupils as they work to check that they understand and are achieving appropriately. This was particularly effective in a Key Stage 2 lesson on shape poems. As the teacher moved between the groups, she questioned pupils well and gave good examples to stimulate further thought. This was effective and most pupils produced good quality poems.
23. Teachers have high expectations of pupils' conduct and their involvement in lessons. They make suitable demands on pupils. For example, children are asked to explain how they worked out the answers to questions in mathematics. The teachers know individuals well, and their success in matching the difficulty of pupils' tasks to their needs usually results in challenging work being set. The basic skills of literacy and

numeracy are taught effectively and often well. For example, in a good lesson for the reception class and Years 1 and 2, the clear competence of the teacher in helping pupils to recognise adjectives by using what they already knew about different kinds of words, had a positive effect on the progress that they made.

24. The quality of English teaching is good at both key stages. In mathematics it is good at Key Stage 1 and satisfactory at Key Stage 2. Staff have worked hard to successfully implement the national strategies for literacy and numeracy. However, the first part of some lessons dedicated to teaching numeracy skills is too long. The final part of some literacy sessions is not yet used effectively to summarise what has been learned. Occasionally, the different age groups are allowed to start on their mathematics tasks without enough explanation from the teacher. In some science lessons teachers tell pupils what to do, rather than asking them to suggest ways to proceed. From time to time, members of the classroom support staff are not used as productively as they might be. These factors reduce the amount of learning that takes place.
25. The knowledge that teachers have of the subjects they teach is generally sound and often good. This was one of the factors in the success of a physical education games lesson for pupils at Key Stage 2, observed during the inspection. Good use is made of homework, especially at Key Stage 2. Parents attending the pre-inspection meeting with the registered inspector commented on the value of the tasks set, and on the enthusiasm of the children for working on the historical and geographical topics they studied during lessons.
26. The quality of teaching is good in those aspects of physical education observed. It is satisfactory in science and geography. In other subjects, although the school makes proper provision for teaching them, it was not possible to see enough lessons in order to make reliable judgements.
27. There is insufficient evidence to judge the quality of teaching of children at the Foundation Stage. This is because only two children were of this age and each was absent for part of the three days of the inspection.
28. The teaching of pupils with special educational needs is good. As a result, these children learn well at both key stages. The adults who help the teachers with this task are well qualified for their roles, and the support they give is targeted well to the pupils' needs. The plans drawn up for each pupil guide the work well, because the targets set in them are appropriately specific.
29. Pupils at both key stages learn effectively. They show good levels of concentration and interest. They respond well to the efforts of teachers to provide challenging work by settling quickly to their tasks and trying hard. They think about what they are asked to do and this is often helped by the teacher telling them, at the start of the lesson, what they are expected to learn. Learning is further supported when the teachers link the work done previously to what is being taught at the time. Overall, pupils gain skills, knowledge and understanding appropriately.

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

30. Overall, the curricular opportunities provided by the school make a positive contribution to the standards that pupils attain.

31. Since the last inspection considerable improvements have been made to the curriculum. The content of the curriculum has been planned over a two-year period for Key Stage 1 and a four-year period for Key Stage 2. This provides an adequate structure to support teachers' planning and successfully addresses the problem of having pupils in the same class for several years. The allocation of time to subjects is now more balanced and broadly reflects the latest national guidance, although the amount given to information and communication technology is somewhat lower than that recommended. The time spent on swimming has been successfully reduced. The planning for children at the Foundation Stage, [see page 13], is based securely on recent National Curriculum guidance for this age group. The staff have worked hard to put these plans in place earlier than in many schools. More hard work has been done to provide agreed programmes of work to guide the teaching of different subjects. The school uses the national guidance provided for planning the teaching of English and mathematics, and this helps to ensure that learning experiences are sequenced effectively. However, the school's planning does not indicate clearly how skills of literacy and numeracy will be developed through work in different subjects. Also, some programmes of work, such as that for information and communication technology, need further development to ensure that they meet the needs of pupils of different ages, experiences and abilities. Lesson hours at Key Stage 2 have been extended to comply with the minimum recommended for that age group. Visits have been made to other schools, whose planning is deemed to be of good quality, to see how improvements could be implemented. Appropriate lesson planning is now undertaken, including at Key Stage 2, and the provision for teaching religious education meets the requirements of the locally agreed syllabus.
32. The real strength of curricular provision is the extent to which the school takes advantage of the opportunities offered by the community it serves and its location. The contribution of the community to pupils' learning is excellent. Pupils benefit from a wide and rich range of contacts with artists, writers, musicians, clergy and others. Both their personal development and their understanding of a number of subjects are promoted well by the various visitors and contacts they have. For example, their interest in literature and their skills as writers were boosted significantly when a Carnegie prize-winning author shared her stories with them. This writer has even included some of the pupils in one of her books. The local Peak Park ranger helps pupils with their environmental studies and older pupils are taken on high level walks on the moors. Trips to London, Sheffield, Shropshire and Blackpool ensure that even though the place they live is relatively isolated the children's horizons are not restricted. The good relationship Edale has with other local schools also improves their learning. The Hope Valley Schools' Association gives pupils opportunities to develop their cultural and sporting interests, and for them to socialise in larger groups than their own small school can provide. Events such as joint folk dances are laid on and pupils compete in sports such as netball, football, cricket and rounders. The school also has good links with a nearby university from which it receives initial teacher training students on teaching practice.
33. Overall, the range of learning experiences is rich and relevant. There are suitable arrangements for teaching personal, social and health education. Sex education is taught appropriately and pupils are made aware of the dangers of drug abuse. The curriculum gives all pupils equal chances to learn. It provides well for pupils with special educational needs. They have full access to the curriculum enjoyed by the other children. The good support they receive results in them achieving well in relation to their prior attainment. The national strategies for literacy and numeracy have been implemented effectively. Overall, requirements to teach the subjects of the



National Curriculum and religious education are met. However, because the school lacks certain types of equipment, the pupils at Key Stage 2 do not currently get their full entitlement to the prescribed curriculum for information and communication technology. As at the time of the last inspection, the small amount of space on the school site does not allow climbing frames and other large apparatus to be used to promote the physical development of children at the Foundation Stage. The lack of a hall and a school field has a negative effect on the provision for teaching physical education at Key Stages 1 and 2. Given the context in which it works, the school provides satisfactory extra-curricular activities to complement the work of lessons. Homework makes a positive contribution to pupils' learning.

34. The provision that the school makes for the spiritual, moral, social and cultural development of its pupils is good overall, and contributes well to pupils' personal development.
35. The provision for pupils' spiritual development is satisfactory, as it was at the last inspection. The school fulfils the requirements to provide a daily act of collective worship. Through whole-school and key stage assemblies, pupils have opportunities to consider the content of the meetings and reflect on their own lives and those of others. All pupils have the opportunity, from time to time, to prepare an assembly themselves by selecting a theme, hymns and suitable prayers. The acts of worship are clearly Christian in their outlook, although from time to time pupils are given an insight into the beliefs and worship of other faith groups. In the recent past a Buddhist has visited the school to discuss his particular beliefs, providing pupils with a rich and spiritually rewarding experience. The school has not yet examined closely enough the remainder of its curriculum in order to establish where further support for pupils' spiritual development might be found. As a result opportunities are often missed, for example in an art lesson, where pupils had good opportunities to examine both growing and dried flowers. Here, the wonder of God's created world might have been the centre of more discussion, capitalising on the pupils' obvious fascination with some of the plants.
36. The provision for the moral development of pupils is good, an improvement since the last inspection. In a whole-school assembly observed by inspectors, the story of Buddha was told and parallels with Christianity were brought out. This resulted in valuable opportunities for pupils to reflect on moral issues. Discussions in religious education, which focus on the triumph of good over evil, help pupils to establish the idea of natural justice. In lessons, teachers make their expectations very clear to pupils. There is genuine respect shown by teachers to pupils and all work and contributions are valued. This sets a very good example for pupils to follow in their dealings with other pupils and with adults in the school.
37. There is very good provision for the social development of pupils, through a range of opportunities for pupils to contribute to the life of the school, the local community and the wider world. This in turn has a positive effect on their attitudes and behaviour, particularly in the classroom. The school, although small, has a hierarchical system, which gives older pupils more privileges and responsibilities than younger pupils. Older and younger pupils alike happily undertake regular tasks around the classrooms. Other tasks such as setting up the rooms for assembly, checking the library and locking outside gates, are carried out carefully. Both classes have pets to be looked after and there is never a shortage of willing volunteers for these tasks. Older pupils look after younger ones at playtimes and several older pupils were seen being kind and considerate to children who had arrived very recently. Several members of the school support the church choir and many attend the regular family

services at the village church. Work on religious education is also regularly displayed in the church, cementing the already very good relationship between the village church and school. Pupils are currently not involved enough in assessing or commenting upon their own work and setting their own targets for improvement.

38. There is satisfactory provision for the cultural development of pupils. Overall, this is currently the weakest area of provision. Provision is better, when related to the pupils' own national and local heritage, but not as successful in giving pupils experiences which will help them relate to the multicultural nature of their own country. The school has few musical instruments from the wider world and its stock of pictures by famous artists tends to represent European culture rather than that of more distant places. The school is aware of this and is already beginning to explore ways in which this situation can be remedied. A very recent visit to a school in Sheffield gave pupils an excellent opportunity to be with pupils from a variety of ethnic backgrounds. This work is very new and there has not been time yet to build on it effectively.

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

39. The school has good systems for ensuring the welfare, health and safety of pupils. These aspects of the care the school takes of its pupils have improved since the last inspection. Health and safety issues are taken very seriously with regular assessment of risks and a record of the action taken. An indication of the school's commitment to the welfare of pupils and staff is that all members of staff have up-to-date first-aid certificates. Most have had additional training to enable them to give support for specific medical conditions. Arrangements for child protection are well established, and pupils are taught appropriately about looking after themselves.
40. The school has good arrangements for children starting. One aspect of this is the weekly "Toddler Time" sessions for pre-school children and their parents or carers. This gives children a taste of school very effectively, and helps them to settle in and feel secure when they first start school.
41. The pupils' very good conduct is supported by an effective behaviour policy that is based on a suitable system of rewards and sanctions. However, it does not promote their personal development as well as it might since it does not stress the need to discuss the problem behaviour with the child. The school monitors and promotes attendance very effectively. In such a small school teachers know pupils well and are quick to identify concerns and speak to families, or notify the relevant support agencies should it be necessary.
42. Teachers know individual pupils very well and are fully aware of their needs and respond to them effectively. Children at the Foundation Stage are assessed appropriately in relation to the recently introduced Early Learning Goals\*. Arrangements for assessing the attainment of pupils at Key Stages 1 and 2 meet statutory requirements. The results of national and standardised tests are used effectively to track their progress through the school. Pupils with special educational needs benefit from the good use of assessment to further their progress.

*\*These are goals for learning that most children are expected to achieve by the time they finish the reception year. They mainly deal with literacy, numeracy, personal and social development.*

43. Some good examples of assessment and recording of pupils' work were seen during the inspection; for example, in mathematics at Key Stage 1 and in religious education at Key Stage 2. The assessment and recording of pupils' attainment and progress in the topic work they do are effective and sometimes good. However, the procedures for assessing and recording what pupils achieve over the course of a series of lessons in English and mathematics and science are underdeveloped. Information about how well pupils are doing is not recorded consistently and used to plan future work or set targets for groups and individuals. A start has been made on building up collections of pupils' work that have been assessed against National Curriculum levels of attainment, but these are not sufficiently advanced to assist teachers in their evaluation of how well children are achieving.
44. The procedures for monitoring pupils' personal development are not set out formally. As a result, the recording and use of information about individual qualities that affect learning, such as application and ability to concentrate, are not yet helping to raise standards.

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

45. Parents and carers are extremely positive in their views of the school and there was no issue about which a significant number of parents were dissatisfied. They were very positive in their views at the last inspection but would have liked more information about the curriculum. The school has increased the information it gives to parents about what is taught, but it is not yet sufficiently detailed to enable parents to give really effective support to their children.
46. Links with parents are effective overall. For those parents who bring and collect their children there are very good opportunities to discuss matters affecting pupils' welfare and progress. Many parents do not have daily contact with the school because their children come on the school bus, but the headteacher is available at anytime by telephone. Suitable arrangements are made for parents to consult teachers formally about their children's progress.
47. The quality of information for parents is unsatisfactory overall. Reading and homework diaries give parents a clear idea of what pupils have done or what tasks they are expected to do at home. In the pupils' annual reports much useful information is given about children's attitudes to their work. However, there is not enough about what they know, understand and can do, or the strengths and weaknesses of their performance. The information in the prospectus is clear and helpful, but not all that should be there is included. This is also true of the governors' annual report to parents.
48. The Friends of the School Association raises a great deal of money each year and this has a very significant impact on the work of the school. The money raised has been used mostly to keep class sizes small and to buy resources to support information technology. However, few parents are involved in the daily life of the school. Only one helps in the classroom on a regular basis, although parents willingly help with school visits.
49. Parents contribute well to children's learning. Nearly all support their children with work done at home by; for example, listening to them read, helping with homework or playing the mathematics games provided by the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Overall, the leadership and management of the school contribute effectively to the standards that pupils achieve. The clear leadership of the headteacher has been the key to overcoming the serious weaknesses that the school had at the time of the previous inspection. Her very good management of the changes that were needed have resulted in many improvements, the development of very good relationships and a good team spirit amongst those associated with the school. A strong commitment to succeed is shared by the governing body and all those who work at the school. The improvements made by the headteacher to appraising teachers' performance and the introduction of the monitoring of classroom practice have contributed well to improving the quality of teaching. There is evidence to suggest that this is already helping to improve pupils' achievements. The headteacher's involvement of other staff in bringing about change, and her good use of the strengths of teachers, including those who work part time, have also helped to improve the quality of education the school provides. The job of bringing about improvement has been made much easier by the close cooperation and very valuable support of the other principal teacher.
51. A high proportion of parents responded to the questionnaire distributed before the inspection or attended the meeting with the registered inspector. Virtually all were happy with the leadership and management of the school and were grateful to the headteacher for bringing stability and direction to the school.
52. Since the last inspection, nearly all the key issues of the resulting report have been addressed. A plan for improving the school has been drawn up each year and appropriate targets identified. The governing body has approved the provision of time away from class teaching to let the headteacher attend to the management of the school. This has been an important factor in the changes that have brought about improvement. The headteacher has used this time well to bring about many improvements. The curriculum is better planned and balanced - less time is spent on swimming. The planning at Key Stage 2 now includes all subjects and steps have been taken to improve pupils' awareness of the multicultural nature of British society. The provision for children at the Foundation Stage is better. The arrangements for teaching religious education now meet the requirements of the locally agreed syllabus and teacher appraisal has been put back into place. The quality of teaching has improved significantly.
53. The governing body gives very good support to the headteacher and staff. It plays its part in shaping the direction of the school well. The good arrangements it has established for gathering information are beginning to help it significantly in understanding the school's strengths and weaknesses. This is particularly evident in matters relating to the curriculum, since every governor has responsibility for one or more subjects. Governors are closely involved in the work of the school in a number of ways, including leading sessions of French tuition. However, the governing body does not fulfil all of its statutory responsibilities. It does not ensure that pupils at Key Stage 2 are taught the full curriculum for information and communication technology, and not all the information that should be published in the prospectus and their annual report to parents is included.
54. There is a clear commitment to provide equal opportunities for all. The teachers work hard to make sure that this applies to pupils' learning. Appropriate values guide the

work of the school and are apparent in its daily life. Suitable targets are set for improving the school's performance in national tests.

55. The monitoring of information about pupils' achievements, the quality of teaching and planning is beginning to develop, and the governors are committed to improving these systems. They play a significant part in this process. For example, they are involved in monitoring classroom practice. These arrangements, though, have not been in place long enough to contribute fully to improving the quality of teaching and learning.
56. The school is at an early stage in adapting its programmes of work to meet the requirements of the new National Curriculum - Curriculum 2000.
57. The school makes effective use of the resources at its disposal. It has done well to recover from the difficult financial situation it was in when the new headteacher was appointed. Income is targeted appropriately on agreed educational priorities, and money from specific grants and funds is spent efficiently. The school works well to secure the best value from its expenditure. It compares its performance with similar schools, and consults parents appropriately; for example, about the provision of school meals. Overall, it makes good use of new technologies, including those for use by the pupils. For example, a good number of computers have been provided for them, including laptops. They gain much through Internet links with other countries, and have access to digital cameras and scanners. Financial management is sound. The governing body is suitably involved in drawing up the budget and checks effectively how the money is spent. The recommendations of the last auditors' report have been implemented. The school secretary and the headteacher work together well, to ensure the smooth day-to-day administration of the school.
58. There is a good match of teachers and support staff to the curriculum. Both members of the support staff are trained well, and one is a qualified teacher.
59. The accommodation is unsatisfactory, particularly for the teaching of physical education. The two classrooms are relatively small and there is no hall or school field. The school has partly overcome this by using a local activity centre for physical education lessons, but the lack of a school field and suitable playground space makes the teaching of games skills less effective. The only access to the school office, which also serves as the headteacher's room, is through a classroom. This room has no door or ceiling, and this severely limits its use because of the lack of privacy. Noise from the office carries through to the classroom, which is at times distracting for the teacher. The playground comprises three areas, but the overall space is adequate for pupils to play in.
60. Overall, the quality and quantity of learning resources are adequate. The lack of suitable equipment for the control and sensing aspects of the information and communication technology curriculum prevents pupils from attaining appropriate standards, but the provision of other forms of hardware and software is good. In art, there are not enough examples of the work of non-European artists to raise pupils' awareness and appreciation of other cultures.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further improve the school and its partnership with parents, the headteacher, governors and staff should now:
- [1] raise standards in information and communication technology at Key Stage 2 by providing the equipment needed to teach all parts of the prescribed curriculum;  
(paragraphs 60 & 115)
  - [2] ensure that the assessment and recording of pupils' attainment and achievements more effectively promote their learning by:
    - (a) developing and implementing more effective procedures for assessing and recording attainment in English, mathematics and science;
    - (b) making more effective use of assessment information to adapt planning;
    - (c) devising a means whereby information about pupils' qualities as learners can be used to improve their achievements;  
(paragraphs 43, 44, 88, 96 & 101)
  - [3] develop the use of target setting as a means of raising standards by:
    - (a) using assessment information to set goals for learning;
    - (b) involving pupils in the target-setting process;  
(paragraphs 43 & 88)
  - [4] improve the quality of the written reports to parents about their children's performance by increasing the information about what pupils know, understand and can do.  
(paragraph 47)
62. The governors should ensure that they fulfil their statutory duties by:
- (a) publishing the required information in the school prospectus and their annual report to parents;
  - (b) making sure that pupils at Key Stage 2 have access to the whole of the National Curriculum for information and communication technology.  
(paragraphs 47 & 53)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	47	53	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	28
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	3

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	3.2
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.

**Information about the results of the national tests has been omitted because there were fewer than ten pupils in the cohort.**



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	28
Any other minority ethnic group	0

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	2.3
Number of pupils per qualified teacher	12.17
Average class size	14

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

Total number of education support staff	2
Total aggregate hours worked per week	18

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	86,486
Total expenditure	87,087
Expenditure per pupil	3,226
Balance brought forward from previous year	838
Balance carried forward to next year	237

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	36
Number of questionnaires returned	25

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	60	32	0	0	8
Behaviour in the school is good.	48	52	0	0	0
My child gets the right amount of work to do at home.	36	64	0	0	0
The teaching is good.	64	36	0	0	0
I am kept well informed about how my child is getting on.	48	48	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	88	12	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	56	40	0	0	4
The school is helping my child become mature and responsible.	64	36	0	0	0
The school provides an interesting range of activities outside lessons.	44	48	8	0	0

### Other issues raised by parents

Those present at the meeting held before the inspection with the registered inspector were pleased with the confidence the school gave to their children. They were grateful for the very good support given by the parents' association. Parents whose children had joined the school recently were impressed by the way in which they had been welcomed into the school.

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

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

63. At the time of the inspection there were only two children in this group, although at times the number can rise to as many as seven. Each of the two children in this age group was away for a significant part of the three days of the inspection. As a result, the class teacher was not observed teaching all elements of the curriculum, but where teaching was observed it was satisfactory, with many good elements. For example, good records are kept, which help the teacher to provide activities suitable to each child's needs. Since the last inspection progress has been made in all areas of provision, which were previously noted as being unsatisfactory. This is particularly true of the planning, which is now of satisfactory quality. The continued lack of space makes it difficult for the school to improve its provision of the physical development of children of this age.
64. Children who have their fifth birthday between the 1 September and the end of April attend school full time from September. Children who are five between May and the end of August begin full-time education from January. Before children start at school they have the opportunity of spending a week at the school for afternoons only, giving them good opportunities to get used to routines and sample life in the school. The Toddler Time, which the school has introduced, allows parents and carers and their very young children to come into school once a week to get used to the building, the other children and to meet the teacher. All of this is well organised and ensures that children settle quickly into school life.
65. The provision for children in the Foundation Stage is satisfactory, but there are some weaknesses. The children do not have access to their own safe and secure play area, so that all playtimes are spent with all the other children. This means that they have no access to large-wheeled equipment and toys, which would support their physical development. Equally they have no regular access to climbing frames.
66. The teacher for this age group is well qualified, having recently attended a course for her work in this area. The planning for the work is effective and already addresses the new Early Learning Goals. [See page 17] A criticism made at the time of the last inspection was that pupils were too directed in their activities. This has changed and pupils now spend effective amounts of time choosing from a range of activities, having completed their directed activities. These chosen activities are regularly changed, as is the role-play area. Children then record, pictorially, the activities they have visited.

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

67. Children enter the school with good attitudes to learning, partly as a result of their well-organised introduction to what it has to offer. The school capitalises on this enthusiasm and children continue to be interested, excited and motivated to learn. They show confidence in their relationships with the adults they meet and are seen concentrating hard on activities such as letter recognition, cutting and colouring activities. They share assemblies with the other pupils, growing in social skills and responding to shared experiences in worship. They are seen sharing equipment and resources well with other children. Their overall development towards this learning goal is good. The teacher and support adults play a very strong part in the work here.

## **Communication, language and literacy**

68. Children are on course to reach the expected standards in this learning goal by the end of the reception year. They were observed, during lessons, talking with teacher, support adults and with other children. They do this with confidence and receive regular encouragement. They share rhymes and counting songs and take part regularly in parts of the literacy hour. Here the school does not yet make sufficient use of the support adults who, at the start of lessons, are not always actively engaged in working with the children who are under five. Whilst taking part in some sections of the literacy hour, children under five have opportunities of following text in the “big books”, of memorising and responding to repeated words and phrases, and of understanding that print carries meaning. Although opportunities for writing are available for them during literacy hour, the school could do more to promote writing activities as part of role play. Currently, children are not always directed to this aspect of the play situation. The teacher makes good use of the tests that are carried out soon after children enter the school. This testing gives the teacher a good idea of what stage of language development the children have reached. She uses the results to identify and quickly provide for children with particular difficulties. As a consequence, she is able to move them forward at appropriate rates, sometimes giving the children different tasks, such as copy writing, and at other times teaching them together.

## **Mathematical development**

69. By the time children leave the reception class they will have attained the goals for mathematical development. Already, through listening and taking part in elements of the numeracy hour, the children say and use numbers which they hear others using. In the second week of the term there is already some recognition of numerals, and counting of up to ten objects is beginning to develop well. Whilst observing one of the children cutting paper, the child was clear that she was cutting the paper “in half”, demonstrating an understanding of a mathematical concept and having the vocabulary to describe it.

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

70. The children are on course to achieve the learning goals for this area of their development, by the end of the reception year. They were observed using the computer mouse to move a drawing cursor around the screen. They have already completed a brief walk around the school site in order to identify features of their own area. Discussions in assembly have focused on the faiths of groups other than Christians, giving the youngest children opportunities to begin to gather knowledge about other cultures. A visit has been made to a school in Sheffield that has pupils from a variety of ethnic backgrounds, in order to raise the children’s awareness of different cultures. The children choose to work with construction equipment in non-directed time. They are adept at joining and making objects, which they can then explain. Many elements of their independent work support this learning goal well.

## **Physical development**

71. This is a weaker element of the work in the Foundation Stage of learning. The children have limited access to space within the classroom and school to develop skills using large movements. The playground and the facilities of a nearby activity centre are well used, but there is a lack of climbing and balancing equipment and little access to large wheeled toys. Children were observed in a dance lesson, in which

they took a full part, moving with great enjoyment and some confidence. Finer skills of cutting and joining were observed as the children cut materials for a collage of a crucifix. Good scissors control allowed quite accurate cutting of both paper and materials, with the small pieces being carefully joined to the paper, within the line guides.

### **Creative development**

72. The children are on course to achieve the creative learning goals by the time they are five. They already select coloured crayons and pencils, knowing several of the colour names. They have a good choice of malleable materials to work with in order to explore three-dimensional shapes. It was not possible to see the children in a music lesson, but in assemblies they enjoyed the musical items and were anxious to take part.

### **ENGLISH**

73. The small cohort of pupils in each year group makes comparisons of attainment against national figures and against similar schools difficult, as one pupil not performing as expected, under assessment conditions, can make a large percentage difference to the overall scores.
74. Inspection evidence shows that pupils at the end of both key stages attain standards that are in line with national expectations. Most pupils achieve satisfactorily in relation to the prior attainment and for a few, achievement is good.
75. The previous report showed standards were above expectations at both key stages. However, the small number of pupils in each cohort does not allow too much emphasis to be placed on direct comparisons between year groups.
76. At the end of both Key Stages 1 and 2, standards in speaking and listening are at least in line with national expectations. Many pupils have good speaking skills. Most make satisfactory progress over their time in the school, with some making good progress. Overall, this is an improvement since the last inspection. Their willingness to talk and their good attitudes to their work help this. The work done in the literacy hour has a positive effect on the development of pupils' speaking and listening skills. As a result, most pupils aged seven speak clearly in explaining their ideas to the whole class, even though their contributions are sometimes brief. The role of the teachers in valuing their contributions is of great importance here. At Key Stage 2, pupils make good use of technical language in both numeracy and in science. The latter was observed when pupils were discussing planting seeds and discussing growth. Most read aloud competently, though few read with dramatic expression or talk about their wider reading in detail. The annual dramatic productions give all pupils opportunities to use and improve their speaking skills. Following a theatre visit to see "The Hobbit", older pupils helped write and perform a play of their own entitled "The spell that went wrong".
77. Pupils at the end of both key stages achieve satisfactory standards in reading. The school teaches reading effectively through a collection of children's fiction with the support of graded reading books, particularly in Key Stage 1. There is some inconsistency in pupils' ability to "sound out" words, causing some to have a limited ability to fully understand what they read independently. This sometimes leads to a lower level of interest in book material. Pupils with special educational needs often

make more secure progress because their reading programme is more carefully structured and their development closely monitored to ensure that books are matched more exactly to their needs.

78. Pupils make good progress in reading at Key Stage 2. By 11, most are reading longer texts of their own choice with good concentration. Their reading aloud is usually accurate and levels of understanding are good. Higher attaining pupils achieve at above the national level and are able to discuss what they have read in some detail, and talk about the characters and the author. Library and research skills are soundly developed, reflecting successful teaching of targets of the National Literacy Framework.
79. Standards in writing are in line with national expectations by the end of Key Stage 1. Pupils' handwriting develops well through the school, as reported at the last inspection. By the age of seven, all but the lower attaining pupils achieve a joined, legible script. Pupils write for a variety of purposes, mainly in a narrative form. They write stories, news and some descriptions. There are good examples of extended writing about the Easter story and pupils have opportunities to retell stories such as "The Terribly Timid Tiger". They look at and write about traditional stories including "The Three Pigs". There is, however, not enough evidence of pupils being offered opportunities to write poetry, letters, lists, notes or factual writing. For the average and higher attaining pupils, the scrutiny of the previous year's work shows good development in the writing of sentences, with pupils very often using capital letters and full stops. From time to time, especially in the work of the higher attaining pupils, speech marks are used with some success. As a result of work in the literacy hour, pupils in this key stage use nouns, verbs, adjectives, homophones and both past and present tenses.
80. By the end of Key Stage 2 pupils' writing skills are in line with national expectations. Handwriting is of a satisfactory standard. However, whilst their script is very often joined and legible, there are a number of occasions when pupils lapse into poor quality letter formation, positioning and joining techniques. The use of "Booster" classes has a clear effect on work in writing and handwriting, and improvements can often be shown to coincide with the start of these classes, illustrating their usefulness. The range of writing experiences is wider than at Key Stage 1, but still there is not enough emphasis placed on non-narrative writing. Pupils are asked to write stories with excitement and suspense in them, they complete an episode of a "Harry Potter" story as an act from a play. Evidence of pupils using drafting to improve their work is noted and has a beneficial effect on the outcome of the finished product. There is some evidence of pupils using story planners to help them organise their thoughts. Where this is used it has a very positive effect on the outcomes.
81. Pupils in Year 6 use direct speech well and make sound use of exclamation and question marks, but few make good use of paragraphs in their work.
82. Spelling throughout the school is usually accurate in the work of the higher attaining pupils and often phonetically plausible in the work of the average pupils in Year 6. For example spellings such as "merkey" for murky, "aauther" for author and "treet" for treat, show that pupils are trying to sound out the spellings for themselves. In the work of the lower attaining pupils, not enough emphasis is placed on pupils checking their work after completion. There is also little evidence that pupils have reading or writing partners who would be able to help check work.

83. Pupils with special educational needs make good progress towards the targets set in their individual education plans. Teachers often plan work directly for them and discuss this work with the classroom support staff. Pupils receiving this good quality individual and small group support do so within the classroom and during appropriate lessons such as literacy hour.
84. Literacy hour has been adopted well in both key stages. Teachers prepare themselves well for the lessons and provide activities, which suit a range of ages and abilities within their classes. On occasions, introductions are a little over long. As a result, the lessons begin to lose pace and pupils are in danger of losing interest. In the best lessons where pace is kept brisk, pupils show a high level of interest and involvement in the work. The plenary part of the lesson is often rushed. As a result, it is not rounded off with discussion on what has been learned, but more often what has been written. Plenary sessions then become rather more of a “show and tell” session without any real recapitulations of the learning objectives, assessment of the progress pupils have made or the setting or resetting of targets for future work.
85. The management of pupils during literacy lessons is never less than satisfactory and sometimes good. Teachers have a high expectation of how their pupils should behave and pupils respond well to this. Teachers move around the class well to discuss learning with different pupils and interaction is good. Pupils’ attitudes to English lessons are very good. There are times, however, when pupils lack some ability to carry on working without regular support. This has a detrimental effect on learning. Marking of work is satisfactory, but often does not point to how pupils might make their work better. Teachers show that they value the contributions of their pupils but sometimes fail to give them enough advice instead of praise.
86. Of the three literacy lessons seen at Key Stage 1, two were good and one was satisfactory. Of the three lessons seen at Key Stage 2, where more than one teacher was observed, the same was true. In the good lessons in Key Stage 1, objectives for the lesson were briefly shared with the pupils so that they could understand what they were going to learn. Good questioning showed clear links to previous learning and helped pupils see how their learning was being extended. A good balance of teacher and pupil talk kept everyone involved and motivated. Activities were designed to support the different abilities and ages within the class. The best lesson in Key Stage 2 followed the same pattern, although the end of the lesson was not clear enough in focusing on reminding pupils what they had learned and pointing to where future work might take them.
87. The school does not have its own programme of work for English, but uses the National Literacy Strategy as such. Consequently, there is no agreed curriculum which includes all the elements of this subject, is tailored to suit the circumstances in which the school operates and shows how the work in other subjects will contribute to the development of literacy skills.
88. Procedures for assessment are underdeveloped and not enough use is made of assessment information in order to ensure that all pupils reach their potential in the various elements of the work in English. Also, individual target setting is not used to enable pupils take part in monitoring their own success and improving their own personal development.
89. Pupils have ample opportunities, especially in Key Stage 2, of using information technology to support their language work. Other subjects could play a larger part in

developing pupils' literacy skills if literacy provision was more clearly mapped across the curriculum.



## MATHEMATICS

90. By the age of seven and 11 pupils attain standards that are at least satisfactory. Often they are better than the levels expected nationally. Most achieve as well as they might, compared with their prior attainment. This is because the quality of teaching is never less than satisfactory, and is often good. The very good behaviour and positive approach the pupils have to learning also helps their achievement. Pupils with special educational needs make good progress.
91. Throughout the school, pupils' ability to use numbers is the strongest aspect of their mathematical development. Their skills of numeracy are appropriately developed. By the age of seven they recognise patterns such as odd and even numbers. They begin to appreciate that the value of a numeral changes according to where it is placed when it is used with others. The understanding that they establish is greatly strengthened by the good methods used by their teacher. For example, in a lesson seen during the inspection, two pupil volunteers prompted by the teacher acted as "Mr Tens" and "Mrs Units". They helped the class to see how two digit numbers "work". This engaging presentation had a very positive effect on the pupils' learning. By 11, pupils are well practised in mental arithmetic and can use their knowledge of numbers to solve problems. For example, they work out what 75 per cent of 440 kilograms will be. They also understand that different fractions can be of equal value. Higher attaining pupils in Year 6 can multiply decimals that include thousandths. As with other aspects of mathematics, the teachers' hard work in planning different numeracy tasks for the various age groups within their classes, which are usually challenging and appropriate, significantly improves the quality of learning.
92. By examining the past work of pupils, by talking to them and looking closely at teachers' planning and records, inspectors judge that the children also reach satisfactory standards in the other areas of mathematics. By the age of seven, pupils start to use mathematical diagrams to present information, for example, about the number of birds in different groupings. Their understanding of the properties of shapes increases appropriately. Most recognise and name cuboids, cylinders, prisms and spheres. Higher attaining pupils count the number of right angles in drawings of different objects. Pupils know the main measures of time, recalling for example, the number of days in a year. They use simple forms of graphs to illustrate the results of their enquiries into, for instance, the kinds and the number of pets owned by their classmates. By the time they are 11, pupils use their knowledge of numbers to extend their understanding of the metric system of measures; for example, to express a given number of kilometres as centimetres. They handle mathematical data confidently, producing graphs to show how frequently different letters are found in a range of texts. However, they do not talk about events in terms of probability, or make use of words such as "equally likely", "fair" and "certain".
93. Since the last inspection the National Numeracy Strategy has been implemented successfully and pupils are no longer left to work individually for lengthy periods through a text book.
94. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. In the best lessons, the development of pupils' basic number skills is assisted by good questioning, often targeted at different year groups. The effective use of praise to reward effort promotes and reinforces pupils' good levels of concentration. Also, the teachers' good knowledge of the subject ensures that suitable importance is given to getting pupils to explain how they reach their answers. These factors have a positive effect on the quality of learning. Overall, teachers' planning meets the needs of pupils

of different ages and levels attainment. Their hard work in moving around the class to check the progress of groups and individuals contributes well to what pupils achieve. The teachers relate well to their classes. The pupils respond readily to this by behaving very well and settling quickly to their tasks. This has a positive impact on the standards they attain. However, sometimes the initial phase of the lesson, dealing with mental arithmetic, is too long, and as a result, the youngest pupils in the class lose concentration. Occasionally, the different age groups are allowed to start on their tasks without enough explanation from the teacher. This reduces the amount of learning that takes place.

95. The work that pupils do in other subjects does not yet contribute effectively to the development of their numeracy skills. For example, not enough measurement and data handling is done in science lessons. Mathematical activities help appropriately in improving pupils' literacy skills; for example, through the correct use of vocabulary such as "equation" and "quotient". The identification of "the word of the week", as noted in a lesson for older pupils, helps to raise standards in this respect. However, there is insufficient evidence in their past work to show that the use of computers contributes effectively to pupils' mathematical development.
96. More work is needed to ensure that the assessment and recording of pupils' attainment are more effective in improving their learning. The use of assessment information in adapting planning to cater better for the needs of groups and individuals is underdeveloped.

## SCIENCE

97. Pupils aged seven and 11 attain standards that are in line with those expected nationally. The sound quality of teaching and the very good attitudes that pupils have to their work in science contribute strongly to their achievements. The scrutiny of samples of work done by pupils up to the age of seven indicates that their understanding of that aspect of the National Curriculum for science that deals with life and living processes is less well developed than others. This reflects the results of statutory teacher assessments carried out in 1999. The amount of written evidence available to the inspection team was relatively small, but discussions with Year 6 pupils showed that they have a satisfactory knowledge and understanding of the different facets of science they are required to study. Throughout the school pupils demonstrate levels of achievement that are at least satisfactory and often better. Pupils with special educational needs make good progress in this subject.
98. Since the last inspection, the quality of teaching has improved and appropriate learning objectives are set in lesson plans. The national planning guidance for science has been incorporated effectively into the school's own programme of work.
99. By the age of seven, pupils are able to obtain and present simple forms of scientific evidence. For example, those in Year 2 were observed using their senses to investigate a variety of substances and materials. They test materials to find the best one for making an umbrella, and conclude: "I would use plastic, because it is waterproof". They learn about their own bodies, including the structure and operation of the eye, in a topic: "Ourselves". They recognise the differences between materials, and the use to which some are put. For instance, they know what many of the objects in their classroom are made from. These pupils also understand that forces are at work when objects are squashed or bent. By the age of 11, pupils sharpen their investigative skills. They use suitable methods such as a fair test to enquire into,

for instance, the best materials for filtering water. They know that plants use carbon dioxide when they “breathe” and can explain the work of organs such as the heart. Their knowledge and understanding of physical processes, like the formation of shadows, are appropriately developed.

100. The quality of teaching was satisfactory in the two lessons observed. The suitable demands made of pupils, including the requirement for older pupils to take responsibility for leading groups containing younger children, promote levels of achievement that are at least sound. The teachers’ confident approach to science and the breadth of work covered indicates that their subject knowledge is at least satisfactory. The successful and usually unobtrusive management of pupils, coupled with the good level of self-discipline exercised by the children - they work quietly and sensibly - contribute well to the quality of their learning and the very good relationships that exist. Pupils are very interested and keen to find things out. This helps their learning. However, too few ask questions to further their knowledge and understanding. The teachers’ ability to link what is being learned to the pupils’ existing knowledge and through planning, to address the needs of the different age groups in each class, have a positive effect on their learning. However, teachers sometimes tell pupils what to do when they are investigating, rather than encouraging them to suggest ways forward. This detracts from their personal development and their growth as “fledgling scientists”.
101. Arrangements for assessing pupils’ attainment and progress have not yet been formalised. This makes the matching of tasks to the needs of different groups and individuals more difficult.

## **ART AND DESIGN**

102. Only one art lesson could be observed during the inspection. The scrutiny of work on display, work saved from the previous term, discussion with older pupils and evidence of planning confirms that at the end of both key stages standards are in line with national expectations and pupils make satisfactory progress. This is a very similar picture to that found at the last inspection.
103. Pupils at both key stages work with satisfactory levels of success in paint, chalk, pastel, collage and clay. Through these media, they are able to express themselves and explore themes and techniques. Pupils at Key Stage 1 have looked at the work of Georges Seurat and have created their own pictures trying to emulate his pointillism technique. Previously completed work shows pupils at the same key stage illustrating the idea of “Sounds we hear”. They draw and paint leaves rustling, a cat purring and a radio playing. They have produced sketches of sound quality following a visit to Blackpool. There are good examples of observational drawings of flowers, where pupils have concentrated well and have interpreted the flowers in some detail. This was noted in Key Stage 2, where previous work showed links with the poetry of W B Yeats. Here pupils had drawn cherry blossom, as mentioned in one of his poems. Older pupils mix their own delicate shades of pink while younger pupils have received some help with their colour mixing. In connection with plays and concerts that the school presents, older pupils are often engaged in scenery making and decorating, for example at their last performance of “The spell that went wrong” and “Jack and the beanstalk”.
104. In a whole-school project, pupils designed plaques, which would be used to mark out a walk around Edale. Illustrations depict what makes Edale special in the eyes of the

pupils. Animals figure strongly in the paintings and the skill level here is often above average. These drawings were then modelled using card to give the picture a relief effect. Finally they were made into clay panels, fired and painted. The finished products were of good and sometimes very good quality. In a separate project called "Lighting the Peak", pupils had the opportunity to work with a sculptor and contribute ideas for elements of a far larger work. Pupils used wire to create mobiles representing light and shadows. Later they had the opportunity of watching and helping the sculptor use heavy metal bars to make some full scale examples of their work.

105. In all of the collected work, pupils showed a keen interest and the ability to see a piece of work through to the conclusion. In the lesson seen at Key Stage 2 teaching was good. Pupils listened carefully as the teacher explained and showed a collection of natural flowers, plants and leaves which the pupils would begin to arrange for a drawing. Here the teacher achieved an appropriate balance between techniques and skills, supporting pupils well with her own knowledge. The class was managed well and, as a result, maximum time was available to spend on the work.
106. A weaker element in the work in art, is the lack of opportunity for pupils to print and to use a variety of fabrics in their work. The school has recently adopted the nationally recommended scheme of work for art to give teachers more support in addressing these weaker elements of their work.
107. The subject does not contribute appropriately to the development of pupils' awareness of different cultures. Much of the collected prints of the work of famous artists show the output of white European painters. There is a lack of material from the wider world; for example, Aboriginal and African art. The school has placed a great deal of emphasis on the resourcing of literacy and numeracy and has not felt able to raise the quality of some of its art resources thus far.

## **DESIGN AND TECHNOLOGY**

108. Inspectors cannot make firm judgements about the standards that pupils attain in this subject because most of the work done last year was taken home by the children and the inspection was carried out very early in the school year. Similarly, no reliable assessment can be made of the quality of teaching since no lessons of design and technology were observed. However, discussions with older pupils and the scrutiny of teachers' planning suggest that standards are in line with those expected nationally and a suitable range of work is undertaken.

## **GEOGRAPHY and HISTORY**

109. Two geography lessons were observed, but only one of history. The evidence of discussion with pupils, scrutiny of their past and current work, and the examination of teachers' planning indicate that by the age of seven and 11 standards are broadly in line with those expected nationally and pupils achieve appropriately. The very good use that the teachers make of the local area and trips contributes well to the standards that pupils attain.
110. In geography, at Key Stage 1 pupils begin by learning about their immediate surroundings. For example, they were observed by inspectors discussing and drawing the significant features of their school. The teacher makes very good use of

the links made with a school in Sheffield to encourage pupils to recognise the similarities and differences between the urban environment and Edale. They draw simple sketch maps of the route taken by the coach in which they travel to Sheffield, and locate both places on maps of the British Isles. Pupils at Key Stage 2 also profit from studying the locality. For example, they look closely at the work of the nearby information centre, learn about the work of local farmers and consider the impact of tourism on the area. In a short lesson for those in Years 3, 4, 5 and 6, the teacher exploited news of petrol shortages well to help pupils understand the supply and use of fuel. A recent trip to the Millennium Dome also contributed well to the development of geographical skills and understanding. For example, older pupils drew the route to London and noted how the landscape changed. They described the main features of urban life and picked out those aspects of it that they liked and disliked. However, there is little evidence to show that older pupils' understanding is broadened through learning about less economically developed countries.

111. In history, pupils also gain from making trips. For example, at Key Stage 1 they learn about Blackpool in the past. In doing so they start to distinguish between their own lives and people in the past. They start to understand the passage of historical time; for example, they sort pictures of different kinds of lights into periods such as Roman, Tudor and Victorian. At Key Stage 2 pupils begin to link information from different sources to produce an impressive study of the growth of Edale over the ages. They identify changes in the village, including the development of "booths" and the coming of the railways. The examination of teachers' planning and discussion with pupils shows that they study a suitable range of periods and undertake an in-depth enquiry into the history of farming. However, pupils do not readily recall the main changes that affected the periods they learned about.
112. Since the last inspection there has been a clear improvement in the standards that pupils attain in geography and the place of this subject is now clearly established in the curriculum.
113. Long-term planning is also in place. The standards found at the time of the last inspection have been maintained in history.
114. The quality of teaching was satisfactory in the three lessons observed. However, the slow pace of some of the teaching and the occasional failure to provide more challenging tasks for older pupils detracts from what is achieved. Also, teachers sometimes talk too long at the start of the lesson. This results in some pupils "switching off". Strong features of the teaching are clear explanations which help to ensure pupils' understanding, and good questioning which enhances their thinking skills. In the geography lesson seen at Key Stage 1 the very good ratio of staff to pupils improved the quality of learning. Pupils, generally, concentrate well and older pupils think for themselves, especially about topical and local issues. These factors contribute well to the standards they attain.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. There is insufficient evidence to reliably judge the standards that pupils attain at the end of Key Stage 1. Discussion with the pupils suggests that for the most part they attain standards that are in line with those expected nationally and that they achieve appropriately. Pupils at the end of Key Stage 2 do not attain standards that are in line with those expected nationally. This is because the school does not yet have the equipment it needs to teach the full National Curriculum. As a result, pupils lack

- experience of controlling events in a predetermined way and of using information and communication technology systems to sense physical data such as temperatures. The evidence provided by talking to pupils in Year 6 suggests that their attainment in other aspects of this subject is at least in line with national expectations.
116. Examination of teachers' planning shows that, overall, appropriate provision is made for this subject. Two children who had been in school for less than a week were observed using a drawing and painting program. With help they were able to interpret the icons used in the program and use them to create a variety of effects, including colouring. They were keen to work with the computer and made good progress over a short time. The teacher's records show that pupils at Key Stage 1 can use computers to communicate effectively. For example, they use the space bar and delete text in order to write simple sentences on screen.
  117. By the end of Key Stage 2, pupils are able to compose text on screen and combine it with images that they either scan into the computer or download from the Internet. This technique helps them to present information that they combine in topics such as "The History of Pets". Pupils talk confidently about handling files and accessing programs. They develop their computer skills effectively in their work in other subjects, such as history, when they obtain information from compact discs and the Internet, and art, in which they use commercially produced programs for a variety of purposes. In geography, they further their word-processing skills to produce their study of Edale.
  118. Since the last inspection a temporary scheme of work has been put into place and four new computers and several laptops have been added to the resources available to pupils.
  119. The school has a positive approach to teaching information and communication technology and the efforts of staff in setting up Internet links with Canada, Uruguay and Islamabad help to generate much interest in the subject and strengthen pupils' good attitudes. No lessons or direct teaching of information and communication technology were observed during the inspection. Therefore it is not possible to judge the quality of teaching. However, the scrutiny of pupils' past work suggests that not enough use is made of computers to handle data, especially in science work.
  120. The school has plans to replace the existing temporary scheme of work with one that embodies the requirements of the newly revised National Curriculum. Pupils have a good number of computers to work with. Generally, the provision of both hardware and software is also good.

## **MUSIC**

121. There was insufficient evidence to make reliable judgements, but information gathered from planning documents, discussions with pupils and the singing heard in acts of collective worship, suggest that standards have been maintained since the last inspection and are in line with national expectations. Although the school plans music lessons appropriately, none were observed during the inspection. Good opportunities for pupils to sing are made in most, but not all assemblies. In the whole-school assembly taken by a part-time teacher, pupils sang "Think of a world", and "Praise Him", well. Pupils sing with obvious enjoyment and know the tunes thoroughly. They sing clearly and even the very youngest pupils are anxious to join in the choruses.

122. The school makes satisfactory provision for teaching music. However, an examination of recordings available for morning assemblies shows a lack of music from the wider world, although there was good coverage of European classical music. The school has very recently adopted the nationally recommended programme of work for music. As a result, planning for music is now more clearly organised, but it is too early to judge its impact on standards.

## **PHYSICAL EDUCATION**

123. One lesson of dance was observed at Key Stage 1 and one of games activities at Key Stage 2. In those aspects of physical education seen pupils attain standards that are in line with those expected nationally. No swimming sessions were observed, but school records show that usually all pupils meet the expected level; they are able to swim at least 25 metres unaided by the time they leave the school.
124. Pupils at Key Stage 1 are able to explore simple actions in response to a taped dance broadcast: "The Pied Piper". They perform well when pretending to be rats, scurrying around and finding space so that they do not bump into others. As the mayor, they walk proudly and strike a series of poses as if waiting to be photographed. They show good control in these activities. The pupils at Key Stage 2 use space well. They appreciate the need to warm up and the value of stretching. Younger pupils within the key stage control a ball well with their feet. Older children are able to weave in and out of their peers while keeping control. Higher attaining pupils use the inside and outside edges of both their feet.
125. Since the last inspection, the amount of time spent on physical education lessons has been reduced and is now broadly in line with that which is recommended. A programme of work has been put into place to provide a balanced curriculum for the subject. This has helped to ensure that learning is based more securely on what has already been taught.
126. The quality of teaching was good in both the lessons observed. Good quality planning, based on clear learning objectives and supported by the introduction of the new programme of work, contributed to this. The provision of separate tasks for older and younger pupils and effective questioning had a positive effect on pupils' learning. In the games lesson, the good methods used by the teacher, including splitting the class into two age groups to coach one as the others practised, increased pupils' achievement within the lesson. The very good behaviour of pupils contributes well to their learning. The willingness of younger pupils to follow instructions carefully, and the enthusiasm and good work rate of older ones also impact well on what they achieve.
127. The lack of suitable facilities for games, dance and gymnastics on the school site is overcome to some extent by the use of a nearby activity centre, but has a detrimental effect on pupils' learning. Good links with other local schools provide satisfactory opportunities for pupils to compete in a variety of disciplines.

## **RELIGIOUS EDUCATION**

128. Standards at the end of both key stages are in line with those expected in the locally agreed syllabus. This is an improvement since the last inspection when the standards of the oldest pupils were judged unsatisfactory and progress rated as poor.

129. Pupils in Key Stage 1 recall stories from Christianity, such as that of Moses and the flight from Egypt. They have good knowledge of the Easter story and draw pictures with captions to illustrate their understanding of the events. They gather information about the ways in which people, other than Christians, carry out their beliefs. They study the festival of Diwali, making links with other similar religious festivals in other faiths. They know the story of Rama and Sita and understand the battles between good and evil. They have some understanding of Buddhism and have listened to stories about the religion in assemblies.
130. At Key Stage 2, the pupils understand the work of the local vicar, who attends the school regularly, and know about special events and celebrations within the church's year. They study more general topics such as "signs and symbols" and "famous people", and gain understanding of other world faiths.
131. Samples of pupils' past work at Key Stage 1 show that their writing in religious education lessons supports the development of their literacy skills well. For example, pupils carry out extended writing on such subjects as The Easter Story and Christmas. Writing by pupils at Key Stage 2, on such themes as "Families", "Prayers of thanksgiving" and "Gifts I bring to Jesus", are sometimes displayed in the church. This helps to cement the very good relationships that the school has with the community and the church. However, there is not enough evidence that the literacy skills of pupils at Key Stage 2 are consistently developed through their work in religious education.
132. The work done in religious education provides good support for the pupils' spiritual and moral development and satisfactory opportunities to extend their awareness of other cultures.