

INSPECTION REPORT

HUNLOKE PARK PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 113697

Headteacher: Mr R G Felton

Reporting inspector: Colin Henderson
23742

Dates of inspection: October 9th – 12th 2000

Inspection number: 225053

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Lodge Drive Wingerworth Chesterfield
Postcode:	S42 6PT
Telephone number:	01246 276831
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Barnard
Date of previous inspection:	November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson, 23742	Registered inspector	Science; Information and communication technology; Design and technology; Geography; Equal opportunities	How high are standards? School's results and achievements. How well is the school led and managed?
Barbara Moore, 9306	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils?
Peter Clark, 20236	Team inspector	Mathematics; Music; Physical education; Foundation stage; Special educational needs	
John Manning, 2893	Team inspector	English; Art; History; Religious education	How good are curricular and other opportunities?

The inspection contractor was:

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunloke Park Primary School is situated on an attractive site on the southern outskirts of Chesterfield. Most pupils come from the local area, which is a community of mixed backgrounds, housed in mainly private accommodation. There are currently 251 pupils on roll (134 boys and 117 girls) which is broadly similar in size to other primary schools. The pupils are mainly of white, United Kingdom ethnic background. Only one per cent of pupils come from ethnic minority groups, which is below the national average. Seven per cent of pupils are entitled to free school meals, which is below average. There are 39 pupils (16 per cent) on the register of special educational needs, most of whom have moderate learning difficulties. This is close to the national average. One per cent have statements of need, which is below average. Baseline assessment indicates that attainment on entry is broad, although in line with the national average overall. The school aims to give all of its pupils a high standard of education in an environment in which they can learn about themselves and to care for others.

HOW GOOD THE SCHOOL IS

Hunloke Park Primary is a good school. Pupils achieve good standards, both in academic and personal development. It is a caring and supportive school community which offers equal opportunities to all of its pupils. The school benefits from the charismatic style of the headteacher, supported by a very effective staff and governing body. The high quality of teaching encourages pupils to adopt a positive approach and achieve well. The school gives good value for money.

What the school does well

- Standards are maintained at a high level throughout the school.
- The positive and enthusiastic leadership of the headteacher gives a clear direction to the work of the school.
- Relationships are excellent throughout the school.
- Teaching is good and promotes high standards.
- There is an effective team approach involving a dedicated staff and a supportive and influential governing body.
- Pupils' personal development is given high priority and is very good.

What could be improved

- Standards in information and communication technology.
- The consistent use of day to day assessment information to enable pupils to know what is expected to achieve higher levels of attainment.
- The involvement of staff with management responsibilities in monitoring and evaluating teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in November 1996. Good improvements have been made to curriculum planning procedures. The school development plan has been improved and is closely linked to financial planning. Standards of attainment have been maintained at a high level in core and most non-core subjects. Teaching continues to be of good quality and promotes high standards. Some improvements have been made to the quality of resources for information and communication technology (ICT) and planning ensures that all required aspects of the subject are covered. The level of resources in ICT is still not sufficient to enable pupils to achieve expected levels of attainment.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	B	C
mathematics	A	D	A	B
science	A	B	B	C

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

(Similar schools are those which have a similar number of pupils entitled to free school meals).

Although there has been some variation from year to year due to the different proportion of higher or lower attaining pupils in each year group, test results over the last five years show that standards have remained above the national average in English and science. They have been well above average in mathematics. The school set very challenging targets in both English and mathematics of 91.9 per cent of pupils to achieve Level 4 and above in 2000. They exceeded it in mathematics (97 per cent) and almost achieved it in English (87 per cent). The proportion of pupils who achieved Level 5 was an improvement on the 1999 results, especially in mathematics and English. Inspection evidence shows that attainment is above average at the end of Key Stage 2 in all three core subjects. However, the proportion of pupils currently achieving above average levels is not as high as last year.

Inspection evidence and test results show that standards at the end of Key Stage 1 are above average. Attainment on entry is broad, although close to the national average overall. Children under five settle quickly and happily into school routines. They make good progress overall in the different areas of learning. The majority achieve their early learning goals before the end of Reception Year and a significant number will exceed their goals, especially in speaking and listening and mathematics. Pupils attain high standards in many of the non-core subjects. Good, enthusiastic teaching encourages pupils' involvement and promotes high standards in subjects such as music, design and technology and physical education. Attainment in religious education is in line with standards expected in the Derbyshire Agreed Syllabus. Attainment in information and communication technology is below national expectations at the end of both key stages. Pupils have too few opportunities to practise their skills frequently and raise standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive and enthusiastic attitudes. They clearly enjoy school and are keen to learn.
Behaviour, in and out of classrooms	Behaviour is consistently very good. Pupils work and play well together; they are friendly and courteous.
Personal development and relationships	Excellent relationships promote very good personal development. Pupils show respect and a caring, responsible approach. They respond very well to opportunities to show initiative and take responsibility.
Attendance	Attendance is very good and above average. There is a good prompt start to each school session.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
54 lessons seen overall	good	good	good

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

Teaching is good throughout the school. There are frequent examples of very good practice, particularly at Key Stage 2. Teaching was good in 61 per cent of lessons and very good in a further 11 per cent. Unsatisfactory teaching was observed in only 2 per cent of lessons. The teaching of literacy and numeracy is good. Teachers effectively use opportunities to extend pupils' literacy and numeracy skills in other lessons. Teachers have excellent relationships with their classes and manage them very well to ensure that pupils sustain interest and concentration. Teachers plan well to give a clear focus to each lesson. The good quality of teaching is a significant factor in promoting good progress in pupils' learning and achieving above average standards of attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five and at both key stages is broad and relevant. It is well planned and enhanced by a very good range of extra-curricular activities. Teaching time is above average at key Stage1 but below the recommended minimum at Key Stage 2.
Provision for pupils with special educational needs	The provision is good. Pupils receive good quality individual support both in class and when withdrawn for extra literacy work, for example in reading.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good moral and social provision. It makes a very positive contribution to creating a happy school community by promoting respect and concern for other people and their beliefs. Good spiritual and cultural provision enables pupils to gain a good insight into their own cultural traditions, although their understanding of beliefs and traditions of other cultures is less well developed.
How well the school cares for its pupils	Staff know their pupils well and provide very good care, guidance and support. The procedures for monitoring academic progress are not always consistently implemented throughout the school.
How well does the school work in partnership with parents?	The school has established very good links with parents and involves them very effectively in promoting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed well. The enthusiastic, very effective leadership of the headteacher gives a clear, positive direction to the work of the school. A strong team approach encourages all staff to contribute to raising standards.
How well the governors fulfil their responsibilities	A very supportive governing body is actively involved in working closely with the headteacher and staff on school improvement. Governors have a very good understanding of the strengths of the school and are kept well informed through regular meetings and visits. They fulfil their responsibilities well.
The school's evaluation of its performance	The headteacher, working closely with his deputy, uses a good range of attainment data to monitor pupils' progress and to set school targets for improvement. Procedures to effectively involve staff with management responsibilities in monitoring and evaluating teaching and learning have not been fully developed.
The strategic use of resources	An improved development plan links priorities closely to financial planning. The principles of best value are applied very well and the school gives good value for money. Pupils benefit from the good use of support staff to help individuals and groups. Although some classrooms are limited in size for large classes, the efficient use of other parts of the accommodation ensure pupils have adequate working space. Resources are adequate overall and improvements in literacy and numeracy are

	used well to promote higher standards.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Their children achieve good standards and are making good progress • The good quality of teaching • The way the school deals with parent's questions or problems • The effective leadership and management of the school • The range of activities the school provides for children outside lessons. 	<ul style="list-style-type: none"> • The amount of work that children are expected to do at home • More information about their child's progress. • The range of activities the school provides for children outside lessons.

Parental responses from 105 questionnaires returned (42 per cent) and from the 25 parents who attended the meeting. Inspection evidence confirms many of the parents' positive views, particularly the good standards of teaching and learning and the excellent relationships. Inspectors confirm that homework is not consistently used in all classes to extend and support work in school. Parents are generally kept well informed, although the annual pupil reports do not indicate ways in which standards could be improved. The range of extra-curricular activities is very good and significantly enhances opportunities for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Children under five settle happily into the Reception class and quickly adjust to the routines of school life. Attainment on entry is quite broad, although generally in line with the national average overall. Good quality teaching and the effective team approach of teaching and support staff enable children to make good progress in their learning. A strong focus is given to communication, language and literacy skills and mathematical development. Children make good, and often very good progress in all areas of learning. The majority achieve their early learning goals. A significant number exceed these learning goals, especially in speaking and listening skills, mathematics, physical and social development. The enthusiastic approach to learning, which is demonstrated by adults, encourages children to adopt a similar attitude. This promotes both an enjoyment of, and active participation in their learning. It prepares them well and they move easily on to aspects of Key Stage 1 work.
- 2 The results of the 2000 tests for seven year olds show that standards are above average nationally in reading and writing. They are close to the average of similar schools. This is an improvement on the 1999 test results and maintains the above average standards in both reading and writing which have been achieved overall in the last five years. The number of pupils achieving Level 2 and above rose from 80 per cent to 93 per cent in reading and from 80 per cent to 96 per cent in writing. There was also an increase in the number of pupils achieving higher than expected levels in both aspects. School attainment data shows that the 1999 cohort contained a lower than normal number of higher attaining pupils.
- 3 The results of the 2000 tests in English at the end of Key Stage 2 show a similar improvement on the previous year's results. Standards are above the national average and close to the average of similar schools. The number of pupils achieving Level 4 and above rose from 70 per cent to 87 per cent. The school almost achieved its challenging target of 91.9 per cent. There was a considerable improvement in the number of pupils achieving higher than expected levels with 33 per cent achieving Level 5 compared with 13 per cent last year. Although there is some yearly variation due to the different numbers of higher and lower attaining pupils in each year group, test results over the last four years show that standards are improving overall. Boys and girls attain similar standards. Inspection evidence confirms that attainment in English is above average at the end of Key Stage 2. It is just above average in reading and writing at the end of Key Stage 1. Standards in speaking and listening are high in both key stages. Reading is of a good standard throughout the school. The technical accuracy in pupils' writing, for example their use of punctuation, is not of such a high standard. Consistently good quality teaching and the effective implementation of the school's literacy strategy are promoting improvement. Teachers provide a good range of opportunities for pupils to use their literacy skills in other subjects, for example, history and science, and this enhances the standard of their work.
- 4 The results of the 2000 national tests in mathematics for seven year olds and eleven year olds show that standards are well above average nationally and above the average of similar schools. These results are an improvement on those achieved in 1999 and maintain the high standards achieved overall on the results of the previous four years. At the end of Key Stage 1, the number of pupils achieving the nationally expected Level 2 increased from 88 per cent last year to 98 per cent in 2000. The number of pupils

achieving higher than expected levels also increased. At the end of Key Stage 2, 97 per cent of pupils achieved Level 4 or above compared with 72 per cent last year. The number achieving Level 5 rose considerably from 13 to 28 per cent. Although boys achieve slightly higher in tests overall than girls, it varies considerably from year to year. Both achieve high standards. There is also some variation in the results due mainly to the changing numbers of higher attaining pupils in the different year groups. Inspection evidence shows that standards are above average at the end of each key stage. Good quality teaching overall and a well-planned programme based on the effective implementation of the National Numeracy Strategy promote high standards. The current Year 2 and 6 do not contain as many higher attaining pupils as last year. They are not always challenged effectively to apply and extend their skills, particularly towards the end of Key Stage 1, and this limits the numbers achieving above average standards.

- 5 The 2000 National tests in science at the end of Key Stage 2 showed a considerable improvement from 1999 in the number of pupils achieving nationally expected levels. The number of pupils achieving Level 4 and above increased by 15 per cent to 95 per cent. The number achieving Level 5 was maintained at an above average level. Teacher assessments in 2000 at the end of Key Stage 1 show an improvement on 1999 with 98 per cent of pupils achieving Level 2 and above compared with 93 per cent last year. The number achieving Level 3 also improved considerably. Standards at the end of both key stages are above average nationally and in line with the average of similar schools. Test results over the last four years show that, although there is some variation from year to year, standards have been maintained at a high level. Boys and girls attain similar levels. Inspection evidence confirms that standards in science are above average at the end of each key stage. Good teaching, pupils' positive approach to their work and effective preparation for national tests are key factors in promoting high standards.
- 6 Standards in information and communication technology (ICT) are below nationally expected levels at the end of both key stages. Although pupils are given opportunities to develop knowledge and understanding in all required aspects of the subject, these are not sufficiently frequent to enable pupils to apply their skills regularly to achieve expected standards. Pupils begin to use computers soundly, often with adult help, early in Key Stage 1 to develop their skills, for example, in word processing. They are given some opportunities to extend these skills as they move through the school. However, they are limited and do not provide sufficient practice for developing key skills, for example, in using a keyboard. This restricts the amount and standard of the work achieved. Pupils do not have regular opportunities to use their ICT skills to support work in other subjects.
- 7 Attainment in religious education is in line with standards expected in the Locally Agreed Syllabus at the end of each key stage. Pupils show an increasing understanding of social and moral issues, for example, respect and tolerance. Key Stage 1 pupils have a secure knowledge of aspects of the life of Jesus. This is used well in Key Stage 2 to extend pupils' understanding of the main similarities and differences between Christianity and other religions, for example, Hinduism.
- 8 Attainment in the non-core subjects is above expectations at the end of both key stages in art, design and technology, music, history and physical education. There was insufficient evidence to make an overall judgement on geography. The school has effectively retained a broad and balanced curriculum as well as implementing the strategies for literacy and numeracy. Teachers encourage pupils to apply their good quality skills, particularly in literacy, to achieve above nationally expected standards in

other subjects, for example history and design and technology. The good quality of teaching and the positive and enthusiastic approach of pupils are key influences in achieving good standards in subjects such as physical education and music.

- 9 Pupils' learning is developed well in both key stages and they achieve good standards. Higher attaining pupils generally achieve well, although they are not always consistently challenged to apply or extend their skills and knowledge, for example, in mathematics and science. Pupils with special educational needs have good provision to meet their needs. They benefit from good individual support from good quality teaching and support staff. Most make good progress in developing their literacy skills, which are the main focus of the clear, concise targets in their individual education plans.

Pupils' attitudes, values and personal development

- 10 The school has improved on the high standards reported in the last inspection. Pupils' attitudes to school and to their work are now a strength of the school. They are keen to participate in lessons and activities around the school. Pupils work and play well together. They have a developing awareness of the needs and feelings of others. Children in the Foundation Stage settle quickly and are encouraged well to develop an enthusiastic approach to their learning.
- 11 From early in their school life children form excellent relationships with one another and with adults, this ethos fosters very good behaviour. Throughout the school pupils are courteous and polite and very welcoming to visitors. The personal development of pupils is very good. Pupils take responsibility willingly for some of the daily routines of the school and older children readily look after the younger children. They are keen to show initiative and contribute to the school community. This was clearly seen when a group of girls worked out a dance routine on their own for assembly and performed it with great confidence and flair.
- 12 Attendance at the school is very good and above the national average. Parents say their children are happy and enjoy coming to school. Pupils generally arrive on time and there is a prompt and efficient start to the day.

HOW WELL ARE PUPILS TAUGHT?

- 13 The quality of teaching is good and has been maintained at the high standard reported in the last inspection. There is good teaching in all year groups and no significant variation between key stages. Teaching was good in 61 per cent of lessons. It was very good in a further 11 per cent. Teaching was unsatisfactory in only two per cent of lessons. The teaching of English and mathematics is good and promotes above average standards in both literacy and numeracy. The quality of teaching is good in all subjects. There were frequent examples of very good practice, particularly in Key Stage 2. The consistent high quality of teaching is a significant factor in achieving standards which are above the national average.
- 14 Teachers plan well at both key stages. They make good use of national guidance, including the Literacy and Numeracy Frameworks, to identify the key skills and objectives to be covered. This gives a clear direction to their teaching and enables pupils to know what they are trying to achieve. Teachers know their pupils very well and manage their classes very effectively to ensure that they sustain interest and concentration in trying to achieve the lesson objective. They have good subject knowledge and use it well to extend pupils' skills and knowledge. For example, in a Year 3 physical education lesson, the teacher clearly explained the correct technique

for linking movements in a gymnastic sequence. Pupils tried hard to improve the quality of their performance and achieved good standards.

- 15 Teachers often use a brisk and challenging pace at the start of lessons. This captures pupils' attention and they are positive in their approach and keen to succeed. For example, in a Year 3 numeracy session, the teacher used a series of rapid fire mental arithmetic questions to challenge pupils to apply their knowledge and understanding. She knew individual pupils well and used different levels of questions when working out "what is my number?" to ensure that all were appropriately challenged. Teachers use the plenary sessions effectively to ensure that pupils review what they have learnt in lessons and share their ideas with others. For example, in a Year 1 literacy lesson, the teacher used questions very well to extend pupils' knowledge and use of the letter sounds and blends in the names of colours such as 'p-in-k' and 'br-own'. Teachers did not always maintain a consistently challenging pace through the group activity part of lessons. This led to some pupils not sustaining their concentration and not completing the amount of work of which they were capable. For example, in some Key Stage 2 science lessons, pupils were not regularly reminded of the time available to complete their investigations into the sense of taste. This led to pupils getting increasingly involved with the 'tasting' aspect of the work rather than the need to complete their results before the end of the lesson.
- 16 Teachers use a good range of teaching methods to gain pupils' attention and encourage them to focus on their work. For example, in a Year 6 religious education lesson, the teacher gave a clear description of something that was precious to him as part of an activity to promote love and respect. This encouraged pupils to express their own views and opinions. This resulted in a very lively debate in which many pupils actively participated to extend their knowledge and understanding of how human beings can show more respect for God's world and its creatures. Many teachers have high expectations of pupils' work and behaviour to which they readily respond. Where they challenge pupils to become actively involved in their own learning and seek to extend their own ideas, this promotes high standards of achievement. For example, in a Year 5 design and technology lesson, pupils worked very hard to implement their ideas on making a wheeled-vehicle. They discussed which parts had been successful in meeting their original designs and which aspects they had found most difficult. This extended their knowledge and understanding of the process very effectively. However, where teachers' expectations are not consistently high, pupils, especially those of higher attainment, are not challenged effectively to apply their knowledge and understanding. For example, in a Key Stage 2 information and communication technology lesson on designing web-pages, the teacher introduced the activity well and encouraged pupils to develop their ideas. However, the teacher used a follow-up worksheet which did not require pupils, particularly those with some knowledge of using the Internet, to extend or apply their skills. This did not enable pupils to achieve higher standards of attainment.
- 17 In the two per cent of lessons where teaching was unsatisfactory, teachers did not plan a range of activities to meet the different learning needs of pupils in the class. This led to some pupils not being able to sustain their interest and concentration and resulted in lower than expected levels of attainment. For example, in a mathematics lesson, the main activity of using straws to make two-dimensional shapes proved too difficult for many pupils as they were unable to join straws together effectively. A significant number of pupils were unable to complete the task and did not maintain their concentration.

- 18 Many teachers use homework soundly to consolidate and extend the work in class, particularly in English and mathematics, although there was some variation in the way in which it was used and in the quality of marking. Some teachers mark pupils' work carefully and give some indication, either verbally or through written comments, as how the standard can be improved. Some use assessment information to identify pupils' targets for improvement. However, teachers do not consistently use marking or written reports to guide pupils on how to achieve higher standards of attainment. Pupils are keen to succeed and improve the quality of their work and respond well when teachers give specific guidance. However, teachers do not use assessment information sufficiently frequently or consistently to enable pupils to understand how they can achieve higher standards.
- 19 The quality of teaching for pupils with special educational needs is good in sessions where they are withdrawn for additional support. In English and mathematics lessons teachers generally meet the needs of pupils well, providing appropriate activities and very good classroom support. Classroom assistants play an important role in ensuring pupils with special educational needs are fully involved in activities and make good progress against prior attainment. Additional literacy lessons are well taught resulting in good gains in pupils' learning. In some lessons, particularly in subjects other than literacy and numeracy, learning activities for pupils with specific educational needs are not planned with direct reference to targets set in individual education plans. This restricts their progress.
- 20 The quality of teaching for children under five is good. Teaching and support staff work very well together to enable children to make good progress particularly in personal, social and emotional development and in developing their early literacy and language skills. Children settle quickly and happily into the routines of school life. Teachers plan in detail to ensure that children are actively involved a broad range of activities and experiences to meet their learning needs. Although teachers and support staff record children's attainment, this information is not consistently used to guide future planning and ensure that activities are always matched to the children's development needs.

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

- 21 The quality and range of learning opportunities for children under five and in Key Stages 1 and 2 are good. The school meets all statutory requirements and the time allocation for pupils in Key Stage 1 is above the national average. The time for Key Stage 2 is low compared with the national average and is below the recommended minimum. There have been improvements in the two key issues identified in the previous inspection. The school now has produced more helpful guidelines for teachers in all subjects so that pupils are taught the full programme of National Curriculum subjects. There have been some improvements in information and communication technology, although a lack of appropriate resources has made this progress more limited. Curriculum plans show that all aspects of information and communication technology are covered, and improvements are planned in resources and staff training as curriculum development priorities.
- 22 The curriculum for the under fives is well planned and gives children a good start to their education. It covers all areas of learning thoroughly, with the literacy, numeracy and physical development aspects being particularly effective.
- 23 The most significant development in the curriculum at the school has been in the good quality planning of all teachers. They build on the frameworks provided by national

guidance documents and match the needs of their pupils by extending the range of work where possible. This happens in their approach to the teaching of history and geography where some of the good topic work takes advantage of local places suitable for fieldwork. Planning is well structured and, in the best examples, expresses the aims of the lessons in terms of what pupils should have learned at each stage, modifying the content and approach if necessary. There are good links between the subjects, for example, developing pupils' understanding of historical features through a study of Egyptian art, and linking art, literacy, numeracy and design effectively in construction work.

- 24 Teachers have introduced the strategies for improving literacy and numeracy well into the school. In literacy sessions, now that they have gained more experience, teachers have sensibly adapted the group reading activities to suit the needs of their pupils. Literacy and numeracy skills have a high priority in planning other subjects in the curriculum. However, not all teachers build on the pupils' learning in the regular spelling and tables tests with planned follow up work to reinforce accuracy in applying their understanding.
- 25 The provision for personal, social and health education is good. Pupils in Key Stage 1 have 'circle time' to discuss important issues about family and friendship. These themes are taken up in religious education and in the stories in literacy sessions. The school has a good sex education policy. Pupils in the older classes are sensitively introduced to relevant topics by teachers, supported by the school nurse. Other issues such as raising awareness of the dangers of drugs and alcohol are given a high profile, and the school again uses outside support where appropriate. Science and physical education are subjects in which pupils are encouraged to think about healthy living.
- 26 Provision for pupils with special educational needs is good. They have access to all areas of the curriculum when they are working in the classroom with the support of class teachers and support staff. Pupils receive specific support in some classes for additional reading during music or physical education. The school is aware of the need to monitor equality of access to ensure a balanced curriculum is available. Pupils with special educational needs have equal access to the spiritual, moral, social and cultural provision and to extra curricular activities. Considering the large size of many classes, the curriculum generally matches the needs of pupils well. More needs to be done, however, to identify and provide more consistent support to the few pupils of exceptionally high attainment.
- 27 There are very good opportunities for pupils to experience a wide range of extra curricular activities. In sport, boys and girls play a lot of team games all year round. There are competitive matches against local schools on a regular basis. Opportunities for pupils to take part in music are good. They often meet with pupils from other primary and secondary schools to play in concerts, and they perform for local people at Christmas and on other occasions.
- 28 The school makes good contacts with the community to broaden pupils' experiences and to capitalise on the involvement of parents and friends. People who help the community, such as police and fire services, and the local post office are involved with the school. This gives pupils the chance to find out at first hand what happens to the essential services in their locality.
- 29 Relationships with other local schools and playgroups are very good. Largely at the instigation of the headteacher, the cluster group of partner schools, including the local secondary school, meets regularly and discusses the best ways to ensure that pupils'

education develops from stage to stage. Primary schools receive progress reports on pupils who take National Curriculum tests and GCSE examinations later in their lives so that they can monitor how well they have adjusted to their next stage of education.

- 30 The overall provision for pupils' personal development is very good as it was in the previous inspection. There is collective worship each day in a full school assembly. This varies in quality but some of these occasions are excellently conducted and produce moving moments. For example, pupils were held spellbound by the headteacher's description of special things in his life and the sensitive way in which he illustrated this with visual aids. In religious education in Year 6, the discussion on what makes the world a special, but sometimes dangerous, place was very carefully managed by the teacher with many pupils making personal statements in a thoughtful way in class discussion. Overall provision for spiritual education is good.
- 31 The school sets a positive and clear moral tone. Moral education is very good. It starts with the very good examples set by all staff and adults in school and which influence pupils from the moment they arrive. In lessons, good moral images are reinforced in many subjects. In English they discuss right and wrong in stories such as "Tom's Midnight Garden". In 'circle time' in Key Stage 1, pupils learn about how it is important to consider other people and to share what we have. Some classes have listed their own rules about the best ways to act during play times and lunch breaks.
- 32 Social provision is also very good. Older pupils show a genuine concern for younger children whom they look after when they first come to school. Not only do they escort them to and from assemblies but also keep a watchful eye on them in the playgrounds to make sure they come to no harm. Pupils work well in groups in class and they also benefit from visits to outside places of interest such as the Courts of Justice. The headteacher and staff have created a very good atmosphere in the school where excellent relationships can flourish.
- 33 Provision for cultural education is good with some very good aspects. Pupils know a lot about the places nearby and local fieldwork reinforces their cultural awareness. They also have experience of the theatre and visit museums but their understanding of the multicultural nature of the world around them is secure. Despite a reasonable supply of relevant books in the library and some teaching in religious education, and in history and geography, pupils' knowledge of other countries and their beliefs is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 34 This aspect has improved since the last inspection and is now very good. Procedures for child protection and for ensuring pupils' welfare are very good. All staff are aware of procedures to be followed. Teachers know and understand their pupils very well. This ensures that the monitoring of pupils' academic performance and their personal development is good overall. There are good procedures in place for the educational, personal support and guidance of all pupils. All the related matters of first aid, safety and medical care are dealt with to a high standard. Pupils are well supervised at play times and lunch times.
- 35 Procedures for monitoring and promoting good behaviour, eliminating oppressive behaviour and improving attendance are all very good. Pupils develop a firm understanding of the need for rules; this was clearly demonstrated through the knowledge learned from a visit to the Galleries of Justice in Nottingham and their involvement in the 'Trial of Goldilocks'. Procedures for monitoring and promoting

attendance are very good. The school closely monitors attendance and links well with outside agencies, for example, the education welfare officer, where needed.

- 36 Pupils with special educational needs are very well cared for. Their individual education plans realistically identify the precise nature of their needs and the necessary action to meet them. This is regularly monitored through the individual education plan review process, which involves the special needs co-ordinator, support staff and parents. The quality of targets in the individual education plans is generally satisfactory, although some do not enable individual pupil's progress to be carefully monitored. Pupils often do not know what targets they are working towards and are not actively involved in setting them.
- 37 The school is developing effective systems to use the results of formal testing in English and mathematics to set targets in order to strengthen specific areas and raise standards. For example, the analysis of national tests at the end of Year 6 in 1999 identified the need to raise standards in using and applying mathematical knowledge. There are regular tests in reading, spelling and mathematics. Teachers keep accurate records of what pupils have covered, but they do not always indicate clearly what individual pupils have learnt. As a result, the work in some lessons does not always meet the needs of all pupils. Assessment is not identified well in teachers' planning and in many subjects is dependent on teachers' professional judgement and knowledge of pupils in their class. Where teaching is very good, teachers use good assessments of pupils gained in lessons through good questioning skills and analysis of pupils' work in detail. The marking of pupils' work does not consistently indicate targets for improvement by the pupils. Better examples of marking give appropriate praise and encouragement and suggest in clear terms what a pupil needs to do to improve.
- 38 There are many instances showing the thoroughness of the support the school gives to personal development. Staff place strong emphasis on creating a caring, family atmosphere within the school. Led by a dedicated headteacher, excellent relationships flourish throughout the school. The very good support provided by all staff makes positive contributions to pupils' well being, and enables them to take full advantage of the educational opportunities offered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 Since the last inspection, the school's partnership with parents has become a strength of the school. Information for parents is good overall, although information on pupils' annual reports needs to be more detailed about pupils' individual targets for improvement. Newsletters to parents are clear and informative and parents are welcome to talk to staff. The parental questionnaire and discussion with parents indicate that parents are very happy with the school.
- 40 The co-ordinator for pupils with special educational needs operates an 'open door' policy of contact with parents from early identification of the pupils' needs in Reception. Parents are involved in informal discussions and then more formally as the need arises. Parents are generally pleased with the provision for pupils with special educational needs.
- 41 Overall, parents' involvement in the life of the school is very good. Several parents and grandparents help in school, and the teaching staff appreciates this. Parent governors have established a good partnership with parents and are a ready link with the school. The school has a very supportive Friends Association, which raises valuable funds to support children's education. Parents and pupils appreciate the many social events

they arrange. The headteacher and staff support the various events well, reinforcing the strong family ethos of the school. All the funds raised are used to provide resources to help improve pupils' work and life in the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 42 The leadership and management of the school are good. There has been significant improvement since the last inspection. There have been good improvements in curriculum planning and in school development planning, which is now closely linked to financial plans. Standards of attainment have been maintained at a level above the national average in the core subjects and in most non-core subjects. Teaching quality remains at a high level. The good quality relationships, strong team approach and caring environment have been sustained as strengths of the school. Although improved curriculum planning now ensures that the requirements for ICT are fully met, standards are below national expectations. The role of some subject co-ordinators, identified as being under-developed in the last report, has still to be fully established.
- 43 The school benefits significantly from the very good leadership of the headteacher who gives clear educational direction to the work of the school. His strong, dynamic personal style, supported very well by a good team of staff and governors, has been particularly effective in promoting a team approach. The aims and values of the school, clearly set out in its prospectus, are reflected very well in its daily life and work. There is a strong sense of community in which relationships are excellent and the contributions of pupils, staff, parents and governors are all valued. Parents are very supportive of the high quality of leadership and management and of the high expectations of work and behaviour. They are happy with the pleasant working atmosphere, which encourages their children to attend and enjoy school. The headteacher provides a strong lead in this aspect, frequently being seen around the school and constantly encouraging and praising individuals for their contribution to school life.
- 44 The headteacher has a good overview of the school. He has worked closely with the deputy headteacher to analyse attainment information and set challenging targets in English and mathematics for the percentage of pupils to achieve Level 4 and above at the end of Key Stage 2. They also use this information to identify pupils who are in need of additional literacy support and those with special educational needs who would benefit from extra individual support. The headteacher, together with the co-ordinator for numeracy, has monitored and evaluated the effectiveness of the school's strategy. Some verbal, constructive feedback has been given to staff to indicate ways in which aspects of teaching could be developed further. Although subject co-ordinators monitor teaching plans and lead discussions at staff meetings, they do not regularly evaluate the standards of work within their subjects. Opportunities for subject co-ordinators to monitor teaching are limited by budget constraints. Although staff provide good support to each other, they have few opportunities to observe or share good practice. This does not enable key staff, especially those with subject responsibilities, to ensure teaching strategies are matched well to the different needs of the range of pupils.
- 45 The provision for pupils with special educational needs is managed well. The co-ordinator provides good leadership for this area of the school's work. She ensures that all staff are fully aware of pupils' special needs, understand the system for identifying pupils' differentiation and are supported in discussing targets for improvement. The governing body is fully involved with issues regarding special educational needs.

- 46 The governing body continues to give strong and effective support to the headteacher and staff, as reported in the last inspection. There have been significant improvements in the involvement of governors in development and financial planning and in their monitoring and evaluation of the school's strengths and weaknesses. They are now effectively involved in working closely with the headteacher, staff and the link adviser, to identify and agree priorities for development, both in the medium and longer term. Governors are kept well-informed of standards being achieved, through an effective pattern of committee meetings, headteacher reports, subject-linked governors and school visits, for example to observe the school's strategies for literacy and numeracy. They are increasingly influential in working with the headteacher to ensure that the school continues to raise standards. They fulfil their statutory requirements well including agreeing performance targets for the headteacher. Although staff appraisal has not been maintained at previous levels, the headteacher has an annual professional interview with each member of his staff to agree professional development issues.
- 47 The governing body, mainly through its finance committee working closely with the headteacher and school secretary, has established good procedures for financial planning and management. This is a significant improvement since the last inspection. The budget process is now efficiently managed and good progress has been made on ensuring that finances are closely linked to development priorities. The development plan is regularly monitored with governors receiving good quality information on the progress of each priority. Specific funds, for example those in the Standards Fund and those for special educational needs, have been used very well to improve resources and to target support for pupils. These have contributed well to improving pupils' literacy and numeracy skills. The school makes very good use of the principles of best value to ensure that it makes efficient use of its funds, for example by using information which compares its spending levels with similar schools in the authority. The governors carefully consider the value of each service provided by the local authority before deciding to renew its contract. The school's ICT resources are limited and, although they are efficiently used, they do not positively promote standards. The good quality day to day financial administration contributes to the smooth running of the school which gives good value for money.
- 48 There is an adequate number of teaching and support staff. They have a good range of experience, qualifications and subject expertise to fully meet the demands of the curriculum and to ensure that all pupils, including those with special educational needs, are taught effectively. The school makes good use of its support staff who work very closely with teachers to promote pupils' development, particularly those of lower attainment and those with special educational needs.
- 49 The school's accommodation is good. Although some classrooms are rather small to accommodate large classes, particularly in Key Stage 2, teachers make efficient use of them together with the shared work areas, to ensure that pupils have adequate working space. Pupils benefit from extensive playing fields and hard-play areas and separate rooms for music, reading and library resources. These positively influence standards in these subjects. Resources are sound overall. They have improved in literacy and numeracy since the last inspection. Although ICT resources have improved in quality, they are still insufficient to enable each pupil to have regular opportunities to develop their skills. This limits the standards achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 50 In order to improve the effectiveness of the school, the headteacher, governors and staff should:
- (1) raise the standards in information and communication technology throughout the school, as identified in the school development plan.
(paragraphs 6, 49, 86, 104, 106, 114)
 - (2) improve the range and use of day to day assessment information to enable pupils to achieve higher standards.
(paragraphs 18, 20, 37, 69, 78, 86, 92)
 - (3) extend the role of staff with management responsibilities to enable them to monitor and evaluate standards of teaching and learning and share good practice.
(paragraphs 87, 117, 123, 129)
- 51 In addition to the issues listed above, the following less important issue should be considered for inclusion in the action plan. This is included in paragraph 21.
- review the teaching time allocated to Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	61	26	2	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	251
Number of full-time pupils eligible for free school meals	18
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	39
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	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	2.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	20	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	18	19	19
	Total	37	38	39
Percentage of pupils at NC level 2 or above	School	93 (80)	95 (80)	98 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	19	19	19
	Total	39	39	39
Percentage of pupils at NC level 2 or above	School	98 (83)	98 (80)	98 (88)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	21
	Girls	15	17	16
	Total	34	38	37
Percentage of pupils at NC level 4 or above	School	87(70)	97 (72)	95 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	21
	Girls	15	17	16
	Total	35	38	37
Percentage of pupils at NC level 4 or above	School	90 (72)	97 (74)	95 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	249
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)	9
Number of pupils per qualified teacher	27.2
Average class size	30.6

Education support staff: YR– Y6

Total number of education support staff	5
Total aggregate hours worked per week	94

FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	379,651
Total expenditure	380,750
Expenditure per pupil	1,448
Balance brought forward from previous year	15,322
Balance carried forward to next year	14,223

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	105

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	5	1	0
My child is making good progress in school.	55	36	6	1	2
Behaviour in the school is good.	54	41	3	1	1
My child gets the right amount of work to do at home.	37	41	17	3	2
The teaching is good.	59	32	6	2	1
I am kept well informed about how my child is getting on.	43	41	10	6	1
I would feel comfortable about approaching the school with questions or a problem.	67	26	5	3	0
The school expects my child to work hard and achieve his or her best.	62	28	4	2	5
The school works closely with parents.	50	35	9	5	2
The school is well led and managed.	70	25	3	2	0
The school is helping my child become mature and responsible.	62	31	4	1	2
The school provides an interesting range of activities outside lessons.	60	24	12	1	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 52 Since the previous inspection the good standards of education have been maintained and all children continue to make good progress across all areas of the curriculum. The overall good teaching is having a positive impact on children's learning.
- 53 Many children enter the Reception class with soundly developed skills in speaking and listening, mathematics and personal independence. This is confirmed by the initial assessments undertaken during the first few weeks in the Reception class. By the time children are ready to start Year 1, the majority achieve well and attain their early learning goals in personal, social and emotional development, mathematics, communication, language and literacy, knowledge and understanding of the world, physical and creative development. This is due to the good and sometimes very good teaching in all these areas of learning. Many children exceed the goals in mathematics, speaking and listening and physical and social development.
- 54 Teaching and support staff work very well together in developing routines, for example 'snack time', to ensure children have equal access to all activities. Regular observations of children undertaking group activities ensure that all the planned activities successfully meet their developing needs. Occasionally, however, tasks for some children are not challenging enough to ensure that they build upon their existing skills, for example counting up to four. Planning is good overall, although recording development of specific skills during an activity to aid future planning is inconsistent. Children with special educational needs are well supported and make similar progress to others in the Reception class.
- 55 Children make very good progress in their personal, social and emotional development. By the time they leave the Reception class they are exceeding the early learning goals in this area. Children are encouraged to co-operate well with each other in their work and play. They display developing perseverance and concentration when listening to their own choice of story, or painting flowers in watercolours. Teachers have high expectations of very good behaviour which are constantly reinforced. Most children understand what is right and wrong and happily accept the rules. Children's developing social development is underpinned by the taking of 'snack time' – sitting at a table and sharing biscuits and fruit, creating harmonious relationships between all children. Staff have the expectation that children clear away used drink containers in a very orderly manner. Adults provide very good role models for the children, always treating each other and other children with high levels of respect and sensitivity.
- 56 A high priority is given to communication, language and literacy skills and children make good, and sometimes very good, progress. In the Reception class both planned and spontaneous discussions encourage children to talk about their daily experiences, for example getting lost on a journey. Children enjoy listening to sounds and learning the meaning of new words associated with their favourite story, for example "The Hungry Caterpillar". Children displayed confident speaking skills. Elements of the National Literacy Framework supports planning. Most children move from random mark-making to the use of familiar letters and words to communicate their ideas and thoughts. Reading books are not well displayed and the reading area lacks the opportunity for children to listen to stories independently on pre-recorded tapes.

- 57 Staff encourage children's mathematical ability by intervening in their play, ensuring that children use numbers frequently in an everyday happening, for example the counting of shirts on the clothes line. Children learn from a wide range of number rhymes and songs and well-known counting songs. All the children in the Reception class count up to five, and many beyond to ten and twenty, confidently in sequence. Children develop their mathematical vocabulary well, for example when describing the different size and shape of rolled playdough. Most children compare 'largest' and 'shortest' with good understanding. They develop their mathematics estimation skills effectively by predicting the number of blocks needed to build a model bridge. A simple understanding of the term 'fair test' in relation to all the bricks being the same size when testing the strength of the bridge is very well developed by the class teacher.
- 58 A range of interesting topics supports children making good progress in developing knowledge and understanding of the world around them. Children understand the use of a variety of information sources such as books, television and the computer. Many, with good adult support, are developing confident control over the mouse, the use of arrow keys and the match of upper and lower case letters to locate hidden objects. However, there are limited opportunities for the children to use the computer independently. Pupils observe the life cycle of a butterfly and confidently use a range of magnifying glasses to inspect the life cycle changes from caterpillar to butterfly. Other planned activities include the observation of teacher's favourite toys which enable children to gain a good knowledge of past events and changes in the use of materials. The proposed visit to a sorting office to track the journey of a letter is supported well in role-play associated with the work of the post office.
- 59 Children under five make very good progress in their physical development. Most children confidently run, jump, balance on one leg, and show an awareness of the space around them. However, the school is aware of the need to develop the provision for outdoor play. Children use paintbrushes, pencils and other tools well. For example, the majority of children use scissors to cut out straight and curved shapes related to parts of a tractor fairly accurately.
- 60 Children have a good range of opportunities for painting. For example, observational painting that requires colour mixing, sponge printing and the making of bees for the 'Hungry Giant' frieze. Most children cut out and stick shapes carefully into place and manipulate playdough with enjoyment and zeal. In musical activities children sing simple songs well from memory. Children explore sounds confidently, selecting a musical instrument to play individually and as a member of a group. This positive enthusiasm of the adults in a role-play situation, for example the manufacture of stamps for the class post office, has a very good impact on the children's enjoyment and learning.

ENGLISH

- 61 Attainment is above the national average at the end of both key stages. Standards have been maintained at the high level reported in the last inspection. The results of the 2000 National Curriculum tests at the end of both key stages show that standards have improved significantly on the previous year. Eighty-seven per cent of pupils achieved Level 4 or above compared with 70 per cent in 1999. Average points scores in the tests show pupils attain standards which are above average nationally and in line with the average of similar schools. The number of pupils achieving higher than expected levels improved on last year at both key stages. At the end of Key Stage 1, 30 per cent achieved Level 3 in reading compared with 24 per cent in 1999. Eight per cent achieved Level 3 in writing compared with two per cent last year. At the end of

Key Stage 2, 33 per cent achieved Level 5 compared with 13 per cent in 1999. The 2000 results reflect the above average standards consistently achieved over recent years. The lower standards in 1999 had been predicted, based on the low attainment level of the pupils on entry to the school.

- 62 Inspection evidence shows there was a similar variation in the performance between different year groups. At the end of Key Stage 1 where the proportion of boys far outweighs the girls, standards in reading and writing are closer to those of 1999 than 2000, and are just above national expectations. At Key Stage 2, standards are also above those expected nationally. In both key stages, attainment in speaking and listening is higher than in writing where too many technical errors occur in spelling and in punctuation. Teachers monitor pupils' progress and are starting to provide more opportunities for them to practise in these areas. Pupils with special educational needs make good progress over time largely due to the close support of teachers and classroom assistants. In some lessons a greater variety of tasks to reinforce their learning would promote more consistent progress.
- 63 The best progress is in reading where the school has a structured approach which effectively promotes the development of skills. It has sensibly adapted its group reading strategies to build on the developing skills of individual pupils. Many pupils have good oral skills. Some do not make the best use of them because they do not always listen carefully enough to instructions. The content of pupils' written work is often extensive, imaginative and interesting but handwriting is more variable. A minority of pupils are not using the cursive style expected of them from Year 3 onwards. Spelling and punctuation are satisfactory overall. Pupils' knowledge of language is good and many can accurately discuss the structure of sentences and the use of parts of speech.
- 64 There are many strengths in oral work. In Key Stage 1 young pupils use their language well, for instance, in Year 2 'news time' to describe how a kaleidoscope works. Teachers in Key Stage 1 help pupils to enlarge their vocabulary by well chosen questions about words within words so that higher attaining pupils can spot "the" in "theatre", for example. In Key Stage 2, one boy demonstrated the idea of empathy in discussing the plight of the evacuees' arrival at a new home by saying that "for some it was a time of hope." Some pupils do not use their listening skills consistently well. As a result time is occasionally lost by teachers having to repeat the same instructions twice.
- 65 Reading is good in all year groups and obviously benefits from the good support during the literacy hour. From Reception, pupils talk about the illustrations in their story books with understanding. In Year 1, one girl read out the word porcelain and explained what it was. As they get older they talk knowledgeably about the differences in books that are converted into films such as 'Matilda' and 'Tom's Midnight Garden.' Some have built up a collection of reading from favourite authors about whom they can talk with some knowledge. Their broader knowledge of literature is an improvement since the previous inspection. Pupils are generally good at using reading research skills. Key Stage 2 pupils easily and quickly skim and scan for information and use glossaries and indexes confidently. Attitudes to reading are very positive. There are no obvious weaknesses in reading. Pupils with special educational needs are learning strategies to sound out words and using them with increasing effectiveness in their reading. They read simple stories well using clues in the pictures and by sounding out letters.
- 66 In Key Stage 1, some higher attaining pupils freely write engaging stories at some length. Others make sound progress using the careful structure of the writing frames

and by responding to the teacher's use of selected questions to move their ideas forwards. In one lesson in Key Stage 1 a pupil questioned a teacher who had omitted to put in speech marks. "All right, you put them in for me," was her studied response. Some very good teaching occurred with the younger pupils in Key Stage 2 where the teacher gave pupils time to write and set them clear deadlines for completion. At the end, pupils read out their stories clearly, and an excellent discussion ensued about particularly effective words such as "brandishing" and why it was better than "waving." Where pupils use word processing, it gives them greater clarity about punctuation such as paragraphs and improves the quality of their work.

- 67 Pupils have good attitudes to working in English and are keen to produce high standards. They enjoy listening to stories which all teachers put over in a dramatically, effective manner. Most contribute fully to lessons and they are developing good skills in working things out for themselves using reference books. Behaviour is usually good although, occasionally in both key stages, some pupils get restless too easily. Unless this is controlled effectively by teachers, pupils' concentration lapses and this affects the quality of their work.
- 68 The quality of teaching is good at both key stages. It is always at least sound and it was very good in one out of four lessons. Teachers plan very well and have effectively implemented the school's literacy strategy. Most teachers use questions expertly to challenge pupils to think carefully and extend their answers. Teachers will not allow pupils merely to give the first idea that comes into their head. They help them to develop their thoughts. Story time provides a good opportunity for this to be employed to the full and is where many pupils gain the largest gains in learning. Teachers reinforce earlier learning well as in a Key Stage 1 lesson when the teacher referred to fairy stories pupils had read to extend their knowledge of "different settings".
- 69 There are two main areas for development in both key stages. All teachers should follow the example of the best marking which draws pupils' attention to what they specifically they need to do to improve their work. Most literacy sessions have pupils sitting as listeners for long periods. The pace of these sessions lacks variety and pupils do not always get precise deadlines to finish their work. This adds to their uncertainty about what is expected of them. The monitoring that is starting to occur in English lessons should identify good practice and extend it more widely. Overall the subject is well managed and there have been sound improvements since the last inspection, most notably in attitudes to reading and the setting of a wider range of writing in Key Stage 1.

MATHEMATICS

- 70 The results of the 2000 national tests show significant improvement at the end of both key stages on the 1999 results. Standards were well above average nationally and above the average of similar schools. There was a good increase in the number of pupils achieving above average levels, particularly at the end of Key Stage 2 which rose from 13 to 28 per cent. The 2000 results maintain the above average standards which have been achieved at the end of both key stages over the last four years. The 1999 results were lower than other years. School attainment information confirmed that these year groups contained a lower than usual proportion of higher attaining pupils.
- 71 Inspection evidence of the present Year 3 supports this high attainment. Standards in the present Year 2 and Year 6 indicate that attainment in mathematics is above the national average in both key stages. These year groups do not contain as high a proportion of higher attaining pupils as the previous year. Standards have improved

since the previous inspection as the quality of teaching is generally good, and the curriculum is well structured within the National Numeracy Strategy framework. At the time of the previous inspection progress was judged satisfactory in Key Stage 1; present inspection evidence indicates good levels of progress in both key stages.

- 72 Pupils enter school with average levels of attainment in mathematics. Good teaching in Key Stage 1 results in good progress for the large majority of pupils. However, this is not always consistent towards the end of the key stage. Teachers do not always challenge pupils sufficiently to enable them to build effectively on previous learning. In Key Stage 2 progress is variable between classes because the quality of teaching is not consistent and work not always well matched to pupils' prior learning. However progress accelerates at the end of Key Stage 2, enabling pupils to make good progress overall.
- 73 Pupils' numeracy skills are good. However, pupils' skills in the quick recall of multiplication facts are not consistently developed well. For example, in a Year 5 class most pupils found the rapid answer of multiplication facts difficult. and this restricted the amount of work achieved. In some lessons pupils use their numeracy skills effectively to support work in other subjects. For example, in physical education, pupils relate size and shape to equipment in the form of a 'bird's eye view' plan. Pupils, working to this positional plan, then collect equipment in groups and then position it accordingly in readiness for the lesson. However, the use of numeracy skills in other subjects is largely incidental rather than planned.
- 74 In Year 2 most pupils work confidently with numbers up to 100 and understand place value of hundreds, tens and units. Most are familiar with the properties of two-dimensional shapes. Pupils recognise symmetrical shapes in the environment and, given one side of a symmetrical shape, accurately record the mirror image. Most pupils identify halves and quarters of given shapes as they are developing appropriate measuring skills, recording accurately to the nearest centimetre. Higher attaining pupils are not always challenged to apply and extend their skills and knowledge. They mostly complete the same work as others before moving forward to more challenging tasks. This slows down their rate of progress.
- 75 In Year 6 most pupils multiply and divide whole numbers and decimals by 10 and 100 and calculate using two decimal places. Pupils use a range of strategies successfully. They confidently convert simple fractions to percentages, successfully using their skills to solve everyday problems. Pupils confidently work with probability problems, aware of associated language for example, 'no chance' and 'certain'. Pupils record information confidently, expressing their findings accurately. Pupils make general statements about why they thought certain patterns appeared. For example, a probability tree indicating the outcomes of tossing coins and the expected number of times 'heads' and 'tails' would be recorded. The opportunity to use information and communication technology to enter information on databases is limited.
- 76 The quality of teaching is good overall in both key stages. Teachers' planning is good based on the National Numeracy Strategy, and the best planning is informed by the use of tests to indicate areas for improvement. The most effective planning clearly indicates what the pupils are expected to learn in the lesson and these objectives are clearly shared with the pupils. This ensures that pupils understand what is expected of them and is a key factor in maintaining focus and pace throughout the lesson. Most lessons start with a range of mental questions, but the sharing of ideas about methods of calculating is not sufficiently developed to encourage pupils to consider other strategies. Most teachers explain new tasks to be undertaken carefully and the best

presentations can be imaginative. Introductions to lessons are often lively and interesting but the final session is often rushed and fails to revisit the learning that has taken place. The good teaching has a sense of purpose and urgency that holds pupils' interest and motivation. For example, pupils in Year 6 extended their understanding of probability through a very lively class discussion regarding the collection and interpretation of information, and in Year 5 pupils undertook mental calculations working against the clock.

- 77 Evidence from the scrutiny of work indicates that, despite the wide range of attainment within the class, pupils generally complete the same work. Higher attaining pupils often complete the same task before moving on to more challenging work. Pupils' recording of work is often restricted to worksheets requiring unchallenging one number answers rather than allowing pupils to show their mathematical understanding using a more open-ended approach. The large number of pupils in Year 6 restricts time for individual support to consolidate learning. Pupils with special educational needs are well supported within the class and make good progress in relation to their prior learning.
- 78 The assessment of pupils' attainment and progress has improved since the previous inspection. Careful assessments are carried out using a wide range of national test material. This information is used effectively to inform planning to improve areas of collective weakness, but is not consistently used to match work to the needs of individual pupils. The school is aware that information and communication technology is not used effectively to consolidate and extend pupils' skills in data handling. Monitoring the quality of teaching and learning is having a direct impact on raising standards for all pupils. The school has made a good start in the implementation of the National Numeracy Strategy, but is aware of the need to complete all staff training. The enthusiastic, well qualified co-ordinator has worked hard to assess the school's current provision, raise teachers' confidence and skills and develop a clear plan for further improvement. There is a shared commitment to raise standards still further.

SCIENCE

- 79 Standards have been maintained at the above average level reported in the last inspection. Attainment is above the national average at the end of both key stages and in line with the average of similar schools. The results of the 2000 national tests at the end of Key Stage 2 show an improvement in the proportion of pupils achieving Level 4 or above compared with 1999 – 95 per cent compared with 80 per cent. The proportion achieving Level 5 was similar to last year. Test results over the last four years show that standards were well above average. The 2000 teacher assessments at Key Stage 1 show an improvement on the previous year's results in the number achieving nationally expected levels.
- 80 Inspection evidence shows that, at the end of each key stage, the number of pupils achieving the nationally expected levels is above average. The number achieving higher than expected levels is close to the national average. At the end of Key Stage 2, standards are not quite at the high level achieved in the last school year, as the current Year 6 contains a lower proportion of higher attaining pupils. The consistently above average standards are achieved by good quality teaching, pupils' enthusiastic and positive approach to their work, a well planned curriculum programme and good preparation for the national tests.
- 81 Pupils have a good scientific knowledge and understanding, particularly of 'Life processes and living things' and of aspects of 'Physical processes', for example, forces. Pupils, including those with special educational needs, make good progress in

their knowledge of scientific facts and in their use of specific terminology, such as 'limbs' and 'levers'. Most Year 1 pupils show a good understanding of what plants need to grow. They know how the roots are used to get them food and water from the soil. Year 2 pupils accurately classify animals into different groups. Some higher attaining pupils describe in more detail how some animals, for example, a fish and a giraffe, have adapted to survive in their environment. Most Year 4 pupils know the main human senses. Some explain how different senses work together well to give humans a clearer understanding of what they are experiencing, for example, when seeing, smelling and tasting food. Most Year 5 and 6 pupils know how air-resistance slows down objects and how different types of forces, for example, 'gravity' and 'friction' affect the direction and pace of moving objects.

- 82 Pupils make sound progress overall in their skills and understanding of scientific enquiry. They make good progress in some lessons to develop their understanding of key skills and concepts. Some young Year 1 pupils guessed how many bricks they would need to make a bridge to cross the 'river'. They tested to see if their prediction was right. They knew that it would not be 'fair' if they all build their bridge in a different part of the 'river'. Many Year 4 pupils knew that the testing procedure had to remain the same each time a pupil tasted a different flavour crisp for the investigation to be fair. However, these skills are not always built on prior knowledge and understanding to ensure that good progress is made consistently throughout the school. For example, Year 5 pupils knew that they must release their parachutes from the same height when comparing how long it took them to float down to the ground. However, they were not sure how the time could be affected by other factors such as the thickness and weight of the cord. Year 6 pupils knew what a 'fair test' was, although were not secure in their understanding of 'why' or 'how' changing different factors could affect the results of their friction investigation.
- 83 The quality of teaching is good overall. It is never less than sound. Teaching was good in sixty per cent of the lessons observed and effectively promotes pupils' skills and knowledge. Teachers have generally secure subject knowledge and use it well to extend pupils' knowledge and understanding, for example in their knowledge and use of such scientific terms as 'lubrication' and 'classification'. They manage their classes well to ensure that pupils sustain interest and concentration. This is particularly effective during demonstrations and explanations, for example, when the teacher demonstrated a 'friction' activity to a large class of Year 6 pupils.
- 84 Teachers plan in detail to provide a good range of practical activities. They organise their lessons very effectively, using equipment and resources well to provide interesting investigations. For example, in a Year 3 and 4 lesson, the teacher used a good selection of different flavours of crisps to challenge pupils to use their sense of taste to identify the different types. The teacher effectively involved pupils in a practical scientific enquiry. This created an interested and enthusiastic approach in which pupils were keen to carry out their investigation. The teacher used questions very well, for example, to extend pupils' knowledge of fair testing by asking how they could ensure that senses other than taste were not being used. This led to suggestions on 'holding their nose' and 'covering their eyes'. Some teachers used follow-up questions very well to challenge pupils to extend their answers. For example, in a Year 1 lesson, the teacher questioned a pupil, who had initially replied that a plant needs the sun to grow, to explain "where the sun was today as they could not see it". This led to a discussion, which increased pupils' understanding of how plants still gain sunlight on a cloudy day.
- 85 Teachers often have a lively and brisk pace to the start of lessons, which gains pupils' attention and their active involvement. However, this is not always sustained during the

group activity part of the lesson. Teachers do not regularly remind pupils of what they expect to be achieved in the time available. This leads to some pupils not achieving the standard and amount of work of which they are capable. In a Year 1 practical activity on planting bulbs, the teacher introduced the activity with a very effective question and answer session. Pupils were keen to get involved and quickly organised the various resources. However, the teacher did not regularly remind pupils of the time available, which meant that some groups were not so successful as others were in planting their bulbs. Teachers and support staff give good guidance to groups and to individual pupils, particularly those with special educational needs and those of lower attainment. This enables them to play a full and active part in the practical investigation and promotes good progress, for example, when Year 5 test the different forces which affect the parachutes they have made.

- 86 Teachers use questions very well like “Why?” and “How?” to guide and extend pupils’ thinking during investigations. Some use good quality marking to extend pupils’ understanding, although this is not consistent throughout the school. Teachers do not always use opportunities to challenge or guide pupils on how to improve the quality of their work, for example, on how to present the results of their investigations. Teachers do not use ICT regularly to promote scientific knowledge.
- 87 The subject is co-ordinated well. The co-ordinator monitors the improved curriculum planning to ensure that all required aspects are covered. She provides appropriate guidance to staff, where needed, on how to develop aspects of some topics. However, there are no opportunities to monitor and evaluate the quality of teaching, particularly scientific investigations. This does not ensure that skills are being developed consistently and build effectively on prior knowledge and understanding.

ART AND DESIGN

- 88 As reported in the previous inspection, pupils make good progress. They are attaining levels above those expected by the end of both key stages. A significant proportion of pupils produce very good art and design work. Pupils with special educational needs are given good guidance and support and achieve well.
- 89 In Key Stage 1 most pupils have good control of colour and mix sophisticated shades well to represent flowers and leaves. Observation is acute and many pupils have a very fine sense of shape, perspective and proportion. Though all the class tends to paint in a similar style, the completed pictures are delightful to view. As they get older in Key Stage 1 the teacher challenges them effectively with quite difficult tasks such as observational drawing of shoes and trainers. In preparation they show a wide knowledge of vocabulary and are helped by the teacher showing them Van Gogh’s work to clarify the meaning of “texture”. One girl was able to put “patent shoes” into more understandable language for the rest of the class. The pace during their practical painting session was rather hectic and led to a few pupils becoming noisy and easily distracted. However, many produced some good quality drawings. A small number of the more talented pupils brought out the three dimensional nature of the task very effectively.
- 90 In Key Stage 2 teachers continue to introduce pupils to the works and styles of the great artists. In their study of Seurat some managed to reproduce the pastel shaded effects of Pointillism with careful detail. The enthusiasm of many in this lively class was clear to see. They talked intelligently about the different ways in which they were trying to copy famous paintings, and they were keen to improve their work. Pupils were obviously very clear about what was expected of them in the lesson.

- 91 In a class of older pupils, the teacher combined a study of Lowry with reminders about the history of the period using the time-lines on the classroom wall very effectively. The introduction was interesting but a fraction too long although most of the class had time to produce work of reasonable quality. One or two had captured the spirit of the artist and their drawn characters definitely had the stamp of the original.
- 92 The teaching of art is good. There is a strong sense of purpose in the development of art in the school. Teachers are knowledgeable about the subject and bring their enthusiasm to bear in all classes. They give pupils an idea of what great paintings are and how the artists of different periods lived. They combine art and other subjects well to give them greater meaning to the pupils. This is seen particularly in history and design and technology where there is good three dimensional work. There is starting to be more use of information and communication technology to help pupils to grasp artistic techniques of a more modern kind. This is currently under-developed, however. Some teachers give pupils the chance to evaluate their own work and that of others in the class. Assessment generally is another area for development, and has not been sufficiently developed since the last inspection.
- 93 Pupils respond well to their lessons and those with special educational needs benefit particularly from the teaching in this subject. Some classes would benefit from a more tranquil atmosphere when they are working which would give all pupils more opportunity for reflection, and add even more to their spiritual experiences in art.

DESIGN AND TECHNOLOGY

- 94 Attainment at the end of both key stages is above national expectations and standards have been maintained at the high level reported in the last inspection. There have been improvements in the co-ordination of the subject and in the quality of curriculum planning since the last inspection. The school has retained a broad programme of designing and making activities which enables pupils to make good progress in the development of their skills. Those with special educational needs are given good individual support by teaching and support staff and make good progress in their learning.
- 95 At Key Stage 1, pupils use a wide range of different materials to design and make a chair for 'Teddy' and a boat or a bridge for the 'Gingerbread Man'. They draw their initial ideas well and combine materials carefully to make their models. Pupils test them to see how successful their completed models are and try to identify ways in which they could have improved their designs. Pupils are given frequent opportunities to develop their knowledge and skills using a broad range of different materials. Year 1 pupils, some with adult help, design and make clothes for Barnaby Bear. They begin to develop their sewing skills well and increase their understanding of working with different fabrics. Parent helpers are also used very effectively to work with groups of pupils on aspects of food technology, for example, combining ingredients and cooking scones.
- 96 Pupils' skills, knowledge and understanding are built on well at Key Stage 2. Pupils in Years 3 and 4 evaluate various packages and containers effectively by taking them apart then re-assembling them. This enables them to develop their own ideas well on how to design and make containers for specific objects. For example, pupils make a wallet for holding money. They develop a good range of initial ideas by looking at examples and drawing some possible designs. They then make a paper product based on these designs. Many fold, cut and stick paper together well to provide

different sections to their product. Pupils evaluate their initial paper design thoughtfully, for example, by checking that it is not too big to fit into an average-sized jacket pocket. They then consider any changes which may be needed for drawing up their designs for a wallet made from fabric. Year 5 pupils show above average skills when, linked to their work in history, they design, make and evaluate a model of a coal trolley. They complete a full design brief and use good skills in cutting, for example, to saw accurately through dowling and to cut through thick cardboard to create an axle and wheels for moving the trolley. Pupils show a good awareness of how the structure of the shape of the container affects its strength and the amount it holds. These skills build on very well to an earlier project on vehicles in Year 2 and enable the pupils to achieve high standards.

- 97 The quality of teaching in the two lessons observed was good. Teachers plan in detail, using national guidance well, to ensure that all aspects are included. They identify specific skills and link them well to previous knowledge and understanding. Teachers organise a very good range of interesting and challenging activities. These encourage pupils to adopt an enthusiastic approach and they are keen to produce a good quality product which meets the design brief. Teachers have good subject knowledge and use it well to encourage and guide pupils to achieve good quality designs and completed models. For example, in a Year 5 lesson, the teacher gave a clear demonstration of the technique of cutting through thick card. Pupils observed carefully, then used the technique with high quality results.
- 98 Teachers manage their classes well to ensure that pupils stay focused on their tasks and are ready and willing to listen as new instructions are given. For example, in a Year 3 and 4 lesson, the teacher used a 'chanting rhyme' very effectively to gain pupils' attention then reminded them of the next stage of the design and make process. On occasions, teachers over-direct pupils on their designs and this limits the opportunities for them to fully explore their own ideas, for example, on the size of a wallet or how to improve the smooth running of a set of wooden wheels. Teachers use support staff very well to work closely with individual pupils, particularly those with special educational needs or those of lower attainment. This enables them to receive good guidance and support in their work and achieve standards which are similar to those to the rest of the class. Teachers make good use of pupils' literacy, and especially their numeracy skills, to support standards of attainment. For example, pupils measure accurately in millimetres when cutting the length of a wooden axle. Teachers use project sheets well to inform pupils how their work will be assessed in order that they know how they can achieve high standards. They then use the assessment information to identify individual and group strengths and weaknesses, for example, on how successfully individuals work in group activities.

HISTORY AND GEOGRAPHY

- 99 A limited number of lessons was observed in history during the inspection. There were no opportunities to observe geography. Evidence was gained from analysing pupils' work and discussions with staff and pupils. There was much work in evidence around the school. Pupils and teachers talked about previous work and the subject obviously has a high profile in the school. Attainment in history is above average in both key stages and pupils of all ability levels achieve well. Standards have been maintained at the high level reported in the last inspection.
- 100 There was insufficient evidence to gain an overall judgement on attainment in geography. Curriculum plans show that pupils are given a good range of opportunities to develop their skills, particularly in mapping, and in their knowledge and understanding

of Wingerworth and the local area. Key Stage 1 pupils enjoy hearing about the travels of Barnaby Bear and know about some of the differences between living in a contrasting area such as Switzerland. They know that the weather is different and that people need to wear different clothes, for example, when there is a lot of snow. Key Stage 2 pupils have above average mapping skills, for example, in their knowledge and understanding of references and symbols. They use them well in practical fieldwork activities, for example, when studying and visiting the nearby Peak District. Pupils use aerial photographs very well to identify key geographical features such as lakes and woods.

- 101 In history, Key Stage 1 pupils bring in photographs of themselves and start to think about how they grow and change, and have different routines, likes and dislikes. They begin to understand the idea of chronology. The school reinforces this at all levels with some very effective timelines displayed around the classrooms. These show key dates not only in children's lives but also important dates in local, national and world history. In Year 1 there was a very attractively organised and stimulating museum of teddy bears donated temporarily by children's families. This captured the excitement of the class and led to them talking about how old the oldest bear was.
- 102 In Year 2, during a lesson on how seaside resorts change over time, the teacher was able to elicit from pupils what different things might be found on holidays then and now. Responses were supported by the teacher using a good range of appropriate vocabulary, and further work to support pupils' understanding was planned in the design and technology lesson that followed. In this pupils started to plan and make a bathing hut.
- 103 Lessons in Key Stage 2 continued to draw on these good links between history and other subjects. For instance, in literacy, pupils learned about the reasons for evacuation in the Second World War and tried to get into the minds of the people of that era. Teachers, supported well by classroom assistants, use good resources to stimulate pupils' imaginations and to help them to understand differences between the Victorian time and today. In addition to trips to local museums, they dress up as teachers from that age and hold simulation lessons so that pupils experience what it might have been like. Pupils respond well and make some astute observations about how relatively quickly things change. They have a good understanding about the rapid growth of technology in modern times.
- 104 Pupils enjoy history and enter into discussions readily. They show initiative in doing individual project work and they can confidently use reference books in the library to look up details about famous people such as Charles Dickens and Queen Victoria. Teaching is good with all teachers having good subject knowledge and enthusiasm which pupils instantly recognise and pick up on. Teachers do not make sufficient use of information and communication technology to broaden pupils' access to more original source materials.
- 105 Both subjects are well led with a very good scheme of work adapted from national guidelines. This provides a clear structure to pupils' work and enables skills to build very well upon prior knowledge and understanding. The standard of display is good with a particularly effective historical representation of Egyptian art and artefacts set up by a parent. Pupils are able to talk enthusiastically and with knowledge about the events of the period involving Tutankhamun.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 106 Attainment is below national expectations at the end of each key stage. There was no overall judgement made on standards in the last inspection. There have been significant improvements in the quality of resources and in the planned use of ICT since then. All required aspects are planned to be covered, including more opportunities to develop control skills which was identified as a weakness in the last inspection. Some good quality teaching promotes aspects of pupils' basic skills, for example, word processing. However, the quantity and range of resources do not allow pupils to have sufficiently frequent opportunities, particularly in large classes, to develop and extend their skills.
- 107 Pupils' knowledge and skills begin to develop soundly in the early years of Key Stage 1, for example, they use the keyboard, some with help from an adult, to type their names accurately. They reinforce their numeracy skills soundly by using computer programs to improve their counting skills and to develop their understanding of addition. Pupils' word-processing skills are planned to be covered effectively throughout both key stages. For example, Year 1 pupils add text to a picture and change size and type of text. Some Year 2 pupils extend their skills effectively by editing and saving their work. In Key Stage 2, these skills are used soundly, for example, when Year 4 and 5 pupils produce magazine and newspaper articles. However, pupils have too few opportunities to apply these skills regularly and this results in inconsistent progress in their learning. Many pupils do not develop sufficient speed and accuracy in their use of the keyboard and in controlling the mouse. These restrict the standard and amount of work achieved. Pupils who have access to a home computer extend their skills, knowledge and understanding of how information and communication technology is used to support their work, for example, by getting information from the Internet to provide more detail for topics in history. Pupils, who do not have these opportunities, do not build on their knowledge and skills and this significantly restricts their levels of attainment. Those with special educational needs are not given regular opportunities to develop their ICT skills to support and extend their learning, for example, in literacy and numeracy.
- 108 Pupils are enthusiastic and clearly enjoy using information and communication technology. They are keen to show and talk about aspects of their work, for example, when showing some word processing work on display or talking about the photographs which they have taken with the digital camera. Many pupils are eager to extend their skills, for example, some use the opportunity at lunch-time to practise skills in controlling the movements of a programmable robot. Some show signs of frustration at not achieving good standards. For example, two Year 3 pupils were disappointed when their lack of knowledge of the computer keyboard significantly reduced the amount of work they achieved in the very limited time they had to complete a literacy activity.
- 109 It was only possible to observe two lessons in which teachers focused on developing pupils' ICT skills. The quality of teaching in this small number of observations was good. Both teachers had secure subject knowledge and used it well to promote pupils' knowledge and understanding. For example, in a Year 6 lesson on designing pages for the world-wide web, the teacher gained pupils' interest and attention by a clear illustration of a possible page design. He then showed how the various 'links' could be used to move from one page to the next. He then challenged the pupils to develop their own ideas on page design. Many used the initial demonstration to good effect and produced a range of different and attractive ways of presenting information. The lack of opportunities for pupils to gain access to the Internet to extend their knowledge and understanding of page design limits the standards achieved.

- 110 Teachers use good, detailed curriculum planning to identify opportunities for pupils to develop their skills. Some make effective use of programs which promote pupils' literacy and numeracy skills, for example, two Year 4 pupils used a drawing program to show the main differences between types of triangles such as 'equilateral', 'scalene' and 'isosceles'. The school has not developed procedures to assess pupils' ICT skills. This does not allow teachers to ensure that new work effectively builds on prior knowledge and understanding and does not ensure consistency in pupils' learning.
- 111 School development planning clearly indicates that information and communication technology is a high priority. The school has recently been notified of its successful National Grid for Learning bid. Plans are being implemented to improve staff subject knowledge and to give access to a wider range of opportunities, for example, through links to the Internet. These will positively promote higher standards, although the school needs to increase the number of computers to enable pupils to have more frequent opportunities to apply their skills. The subject co-ordinator monitors teaching plans effectively to ensure that all required aspects of ICT are taught. Working closely with a very supportive and knowledgeable governor, the co-ordinator provides good guidance to staff on ways in which the subject is developed.

MUSIC

- 112 In both key stages, pupils of all abilities make good progress and reach standards above those expected for their age. This finding indicates a good improvement when compared with the previous inspection. The implementation of a detailed scheme that includes a progression of skills supports teaching skills in a positive manner.
- 113 In Key Stage 1 pupils repeat a pattern of sounds, using a range of untuned instruments and maintain a beat confidently. The majority of pupils identify simple patterns suggesting instruments to play loud or soft sounds. Most pupils identify a simple pattern from informal music notation and understand the concept of rests. All pupils enjoy singing and concentrate very well when learning a new song.
- 114 In Key Stage 2 pupils play untuned instruments with control and rhythm accuracy. Pupils clap at speed changing tempo and timbre. Standards of singing are high. In hymn singing, pupils sing with good diction and very precise pitch. Assemblies make a very positive contribution to the music curriculum. Pupils listen to the music of famous composers as an introduction to assemblies for the week with a growing awareness of the instruments being played and the life of famous composers. Pupils' listening skills are very good and they sit quietly whilst listening to music. The quality of teaching is good. Teachers have confident subject knowledge, planning is of good quality, supporting a wide range of musical activities. However, teachers' planning makes little reference to exploring and recording using information and communication technology. Pupils make good progress in composing and performing.
- 115 Pupils respect musical instruments, collecting and returning them with good levels of care. There is clear evidence of pupils' enjoyment of music lessons and musical activities which contributes well to high standards. Pupils' behaviour is very good and occasionally excellent as observed during the departure from the school hall after a singing practice.
- 116 Extra curricular activities and teaching from the local education authority's peripatetic service support the curriculum very well. Teachers regularly give of their own free time to support groups of pupils playing a range of musical instruments. Pupils perform confidently in public, playing recorders and violins. The standard of the school

orchestra is high and the school is justifiably proud of the accomplishments of its pupils.

- 117 The enthusiastic subject co-ordinator positively supports all staff in the teaching of music. However, there is a need to monitor teachers' planning to ensure that all pupils make progressive gains in musical skills. Resources and accommodation for teaching are good with the use of a well-equipped music room for class and individual tuition contributing significantly to pupils' performance.

PHYSICAL EDUCATION

- 118 In both key stages pupils of all abilities make good progress and reach standards that are above those expected for their age. The above average standards observed during the previous inspection have been maintained.
- 119 In Year 2 pupils move confidently, changing height and making shapes with arms, legs and head. Pupils travel in different directions moving in small and large circles with good control. Pupils work together well, linking ways of moving to perform a sequence. In Year 3 pupils catch, throw and dribble a ball with increasing accuracy. In gymnastics, Year 6 pupils confidently undertake a sequence of balancing movements on large and small apparatus. All pupils appreciate the 'warm up' or 'cool down' sessions at the beginning and end of lessons. In inter-school competitions involving a wide range of activities including football, netball and cross-country running, a large number of pupils show high achievement. Pupils make good progress in swimming and reach standards that are above those expected for their ages.
- 120 The quality of teaching is good overall with some examples of very good teaching observed. Teachers plan and organise lessons very well and this helps pupils to improve their skills systematically. However, lessons do not always include 'warm up' or 'cool down' activities. Most teachers dress appropriately for physical activities and most provide useful demonstrations that help pupils learn and develop new skills, for example landing under control. The best teaching uses good examples of pupils' performance to stimulate improvement. Teachers give very clear instructions, expecting pupils to respond promptly and are very vigilant in matters of safety, always checking equipment before use by pupils. An area for development in some lessons that are otherwise satisfactory is that instruction and organisation of equipment movement takes too long. This restricts the time pupils have to perform, practise and improve their skills. Some teachers have greater subject expertise than others, but all teachers plan lessons well and have high expectations of what pupils can achieve. The policy and detailed scheme provides good support for teachers' planning. Teachers manage their pupils very well and this enables them to concentrate on the quality of their work.
- 121 Pupils enjoy lessons, showing very good attitudes to the subject, and their positive response improves learning. Most pupils listen to their teachers and interpret instructions carefully with due regard to their safety and the safety of others. Pupils concentrate well and work together as a team very effectively, giving good support and encouragement to each other. During team games outside in the playground pupils display very good levels of fairness, abiding by the rules of the game and the teachers' final decision. All pupils select equipment in a very confident, mature manner, putting it away sensibly and carefully. From getting changed for physical education to the final exit from the hall into the classroom, very good behaviour is maintained.
- 122 The school provides a very wide range of broad and balanced sporting activities including swimming at Key Stage 2. The current range of extra curricular activities is very good.

Involvement in the many sporting activities makes a very valuable contribution to pupils' personal, social and moral development such as when pupils take part in sporting competitions, places in teams are often awarded for pupils' effort and enthusiasm.

- 123 Co-ordination of the subject across the school by the enthusiastic subject co-ordinator is sound. Monitoring of planning and observation of teaching are underdeveloped. The enthusiasm generated by the headteacher and staff together with the spacious playing fields and hard play areas positively enhance the subject's very high profile and contribute to the standards achieved.

RELIGIOUS EDUCATION

- 124 The school follows the Derbyshire Agreed Syllabus and complies with statutory requirements. Standards are as expected at the end of both key stages and reflect those reported in the last inspection. The subject continues to make a very good contribution to pupils' awareness of spiritual, moral and social issues, and brings them into contact with some cultural aspects of the world in which we live.
- 125 Pupils learn well in Key Stage 1 religious education lessons. There is a particular emphasis on settling them into the family of the school. They understand the social implications of having to share, and of looking after those who are in need. In a lesson about the miracles of Jesus, the higher attaining pupils showed some insight into the difficult concept of a miracle such as feeding large numbers with very little bread and fish- "it's impossible" was one remark. They knew about the disciples and what they did, and the teacher capitalised well on their interest in whether or not we could say exactly how Jesus looked. "There were no cameras then", said one. Another class explored the creation story and listened hard to one version read very effectively by the teacher. Many showed a clear understanding of the moral issues arising, such as the need to look after God's world.
- 126 In Key Stage 2, pupils continue to make sound progress in lessons and occasionally their learning is very good. Teachers use role play to help pupils understand the feelings of those who bully and of the victims of bullying. This is tied in to the idea of having respect for others. Pupils are then subtly led into the laws and commandments we construct to protect ourselves and others. In a lesson describing the similarities and differences between the Hindu and Christian religions, pupils of different faiths in the class volunteered experiences of their own religious beliefs. The teacher sensitively built on this to ensure that the rest of the class gained a greater understanding of how other people live their lives. Older pupils animatedly discussed a range of issues concerned with individual rights and tried to justify their views with the needs of others in society. The teacher provided a good introduction and then allowed the class to develop the theme, relating it to taking care of God's universe.
- 127 Orally pupils are making good progress in religious education in both key stages. There was too little evidence to make a secure judgement about their writing. What was seen was satisfactory. Attitudes to the subject are good though some pupils have a tendency to fidget in lessons. Pupils like to debate ideas and most have the confidence to express their own views while listening to those of others.
- 128 The quality of teaching is good. Teachers are good at tying together the ideas of pupils and relating them to the theme of the lesson. This aids pupils' understanding and ensures that most of them are involved in discussions. Pupils with special educational needs are also brought into the discussions by sensible and sensitive questioning.

129 Since the previous inspection a better scheme of work has been introduced which is helping to give the teaching greater consistency. There has though been no monitoring of lessons or work so that good practice is rarely shared.