

INSPECTION REPORT

CASTLE VIEW PRIMARY SCHOOL

Matlock

LEA area: Derbyshire

Unique reference number: 131776

Headteacher: Mrs S Hannath

Reporting inspector: Ms M.E. Burslem
13210

Dates of inspection: 29th January – 1st February

Inspection number: 230711

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
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	School Road Matlock Derbyshire
Postcode:	DE4 3DS
Telephone number:	01629 582699
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms. S. Alford
Date of previous inspection:	Junior school December 1996 Infant school April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Margaret Burslem 13210	Registered inspector	Mathematics; history; Areas of learning for Children in the Foundation Stage; special educational needs; equal opportunities.	How well are pupils taught? How well is the school led and managed?
Ian Adams 13336	Lay inspector		Pupils' attitudes, values and personal development; how well does the school care for its pupils? How well does the school work in partnership with parents?
Richard Eaton 4430	Team inspector	English; information communication technology; art; music;	How high are standards?
Creighton Muirhead 27055	Team inspector	Science; design and technology; geography; physical education; religious education.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Castle View is a mixed, community primary school that opened in September 1999 as a result of the merger of Matlock Infant and Junior Schools sharing the same site. At the time of the inspection there were 182 full time pupils on roll and 45 part time pupils in the Nursery class. There were 38 more boys than girls on roll. All of the pupils are of white European origin and no pupils have English as an additional language. Twenty two per cent of pupils are eligible for free school meals. A high proportion (28 per cent) of pupils are on the special educational needs register. Fourteen pupils (8 per cent) have statements of special educational needs which is well above the national average. There are seven classes and a nursery class. The average class size is 26 and there is a higher than average number of pupils who enter and leave the school other than at the usual times of transfer. Pupils come from a wide variety of backgrounds, many of which are comparatively disadvantaged. Children enter the Nursery class with levels of attainment which are below average. The information concerning comparisons with similar schools are judged, by the inspection team, to be too low and having made the necessary adjustment, the results are well below similar schools rather than very low.

HOW GOOD THE SCHOOL IS

Castle View Primary School is an effective school with many good features. Teaching is good and pupils learn well in lessons. However, the good teaching and learning apparent during the inspection has not yet impacted on the standards at the end of Key Stage 2. Pupils behave very well and they are keen to learn. The headteacher, governors and staff work together well to improve standards and to promote very good relationships. The school provides good value for money.

What the school does well

- The school provides good teaching. Teachers have very good skills in managing pupils. They teach basic skills effectively and are implementing the national strategies for literacy and numeracy well. This good teaching results in good learning.
- Pupils with special educational needs make good progress because they are well provided for. They are taught very well and receive very good support from highly skilled Education Care Officers.
- The very good care for pupils is successfully promoting their personal development and encouraging them to behave well and to have positive attitudes to their work.
- Created successfully a new school following the merger of former separate infant and junior schools. The new school has a supportive atmosphere where each individual is valued.
- Children have a good start in the Nursery and Reception classes because they experience a wide range of learning opportunities and teaching is good
- The very good provision for pupils' social and moral development leads them to have high levels of respect for the opinions, values and beliefs of others in addition to very good behaviour and social skills
- The very good leadership by the headteacher, senior management team and governors has a significant impact on the school's ethos where all are valued and the excellent way in which the school's aims are reflected in all that it does.

What could be improved

- Standards at the end of Key Stage 2 in English, mathematics and science which, are currently below the expected levels
- Timetabling arrangements to ensure adequate time is given to cover the foundation subjects, information communication technology and religious education
- Assessment procedures and data analysis with the aim of raising standards.
- The accommodation is unsatisfactory because the size of the hall impedes the progress made in physical education and the reception class does not have a secure outdoor area.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was formed in September 1999 and there is no previous inspection for direct comparison. However, since the merger there have been good improvements in the quality of teaching, the quality of schemes of work and the quality of teachers' planning. Some key issues from the inspection of the previous junior school linked to raising standards have been insufficiently addressed and the results of National Curriculum assessments at the end of Key Stage 2 are not improving at a fast enough rate to reach the national standards.

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	n/a	n/a	E	E
Mathematics	n/a	n/a	E	E
Science	n/a	n/a	E	E

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

Pupils' standards of attainment at the age of eleven, as measured in the year 2000 national tests, are well below the national average in English, mathematics and science. When these results are compared with those from similar schools the pattern of results is the same with pupils' attainment being below average in English, mathematics and science. These results need to be viewed taking account of several important factors to gain a true picture.

There are several reasons for the apparent decline in standards at Key Stage 2 and for comparative results against both national averages and similar schools. The Year 6 cohort in 2000 contained many pupils who found learning in the core subjects difficult and were unable to attain the national levels. The number of pupils with special educational needs was very high. This group of pupils attained similarly low overall levels in Key Stage 1 tests in 1996. Another reason for the low results at Key Stage 2 in 2000 is that some of the higher attaining pupils left the school at the end of Key Stage 1 and therefore were not at the school to take the end of Key Stage 2 tests in 2000.

The results of the previous infant and junior schools, when combined with the results of the present school in 2000, show a steady increase in the performance of pupils in national tests in the last three years. Inspectors judge the standards in English, mathematics and science, at the end of Key Stage 1, to be broadly in line with national averages. At the end of Key Stage 2, however, standards are judged to be in line with the national average in mathematics but below in English and science. Pupils achieve satisfactorily overall from the time they start school when standards are below average. Boys and girls make better than expected progress by the end of Year 2. In Key Stage 2 the pupils who transferred from the infant school make satisfactory progress but the high level of pupil turnover means that a significant minority of pupils are not from the original group of pupils. This means that it is misleading to make a comparison between results at the end of the key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school. They are eager to learn and they work hard.
Behaviour, in and out of classrooms	Very good in lessons and at play. They are very self-disciplined.
Personal development and relationships	Very good. The pupils get on extremely well together. And with all the adults in the school. They act responsibly and work well together. Pupils show care, consideration and respect for others.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

The quality of teaching was good or better in 64 per cent of lessons seen and very good in a quarter. In 96 per cent of lessons teaching was satisfactory or better. It was unsatisfactory in 4 per cent. There were examples of very good teaching throughout the school in English, mathematics, science, geography history and physical education. The quality of teaching is good at both key stages in English and mathematics. It is satisfactory in science at Key Stage 2 and good at Key Stage 1. Good teaching in the Foundation Stage, where children are under five, leads to good learning. In English teachers have good knowledge and understanding of the National Literacy Strategy and they match work carefully to the pupils' abilities. In mathematics the teachers' use of the National Numeracy Strategy is having a positive effect on achievements throughout the school. Inspectors noted good teaching of basic skills. Teachers show very good management of pupils so that all behave well and are receptive to learning. The time in lessons is generally well used. Support staff are deployed well and teachers are assisted by good quality Education Care Officers who add significantly to the quality of learning. The quality of learning is good and pupils apply good effort and concentration. They produce good work and work at a brisk pace. They sustain interest, often without reminders, and work effectively on their own or collaboratively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The statutory curriculum is in place.
Provision for pupils with special educational needs	Very Good. Teachers and support staff match work carefully to individual needs and adapt it accordingly to help pupils meet their targets.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for moral and social development is very good. There is good provision also for cultural development and satisfactory provision for spiritual development.
How well the school cares for its pupils	Good. All staff provide caring support for pupils and know them very well. There is a caring ethos in the school.

There are good relationships with parents and they are provided with suitable information about how well their children are progressing in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership by the headteacher ably supported by the senior management team.
How well the governors fulfil their responsibilities	Very good. The governors are very proactive and they take on an effective strategic role in the management of the school.
The school's evaluation of its performance	Strengths and weaknesses in teaching are analysed well. Other aspects of performance evaluation are in the course of development.
The strategic use of resources	Money available is used well to support priorities in the School Development Plan.

The excellent relationships between staff and governors promote a shared sense of direction over what needs to be done to raise standards and results in the school by putting their aims and values into practice. Principles of best value are applied appropriately to all spending decisions. There are sufficient learning resources overall to support the curriculum, with strengths in information communication technology. Staffing levels are good and the number and quality of teaching and support staff is being used positively to raise the standards of achievement. Overall accommodation is satisfactory but the hall is inadequate for the delivery of the physical education curriculum and for whole school assemblies. The Reception class does not have its own outdoor area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff encourage the pupils to do well. They are expected to work hard and to make good progress • The school helps pupils with special educational needs • All pupils are valued as individuals. • The care children show one another is impressive • Children enjoy school • Parents are welcomed in school • Pupils behave well 	<ul style="list-style-type: none"> • Homework arrangements • Inconsistent approach to behaviour at lunchtime • Extra curricular activities

The inspection team supports the positive view that the parents have of the school. With regards to parent's concerns the team found that there is a homework policy but there were few occasions when homework was mentioned in class. The situation at lunchtime, during the inspection, followed normal school routines. The provision of extra curricular activities is judged to be in line with those provided by other schools of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to the school is below average in all the areas of learning. A significant number of children start school with particularly poorly developed language skills. Children in the Foundation Stage make good progress, firmly consolidating and broadening their skills. By the time the children leave the Nursery they have made good progress and are on course to attain the Early Learning Goals in physical development, creative development and personal, social and emotional development. However, they are unlikely to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world. On entry to the Reception class the Baseline Assessments show that the children's attainment is still below average. They make good progress in their reception year and while some children will attain the Early Learning Goals in all of the areas of learning a significant number will fail to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world. This is because many children start school with such poorly developed language skills and they have not yet developed sufficient skills to express themselves clearly.
2. The results of the previous infant school, when combined with the results of the primary school, show a fluctuating pattern of results since 1996 but the overall pattern is one of improvement. The results of the previous junior school, when combined with the results of the primary school, show a steady increase in the performance of pupils in national tests over the last three years. This rate of improvement, although keeping pace with the national improvement rate, is failing to catch the standards being attained nationally. There is a significant proportion of pupils with special needs in the school, this along with the number of pupils who join and leave the school other than at the usual times of admission affects the results in the standardised tests.
3. Pupils' standards of attainment at the age of eleven, as measured in the year 2000 national tests, are well below the national average in English, mathematics and science. When these results are compared with those from similar schools, the pattern of results is the same with pupils' attainment being below average in English, mathematics and science. These results need to be viewed taking account of several important factors to gain a true picture.
4. There are several reasons for the apparent decline in standards at Key Stage 2 and for comparative results against both national averages and similar schools. The Year 6 cohort in 2000 contained many pupils who found learning in the core subjects difficult and were unable to attain to the national levels. The number of pupils with special educational needs was very high. This group of pupils achieved similarly low overall levels in Key Stage 1 tests in 1996. Given also that some of the higher attaining pupils at Key Stage 1 left the school before taking the tests as eleven year olds, the low results in 2000 for Key Stage 2 take on a different appearance. Conversely, the Year 2 class in 2000 was a particularly good one. It contained some very able pupils and a lower number who found writing and reading difficult although their attainment in mathematics was above the national average only because more pupils achieved the higher grades. The number of pupils attaining Level 3 for both reading and writing was well above average. The school is newly formed from separate junior and infant schools. More parents now choose to keep their children in the combined school. This helps the balance of attainment through Key Stage 2 and will make possible a fairer comparison of Key Stage 2 and Key Stage 1 results. Another factor that needs to be taken into account when comparing results against similar schools, is that the school draws its pupils from a less well favoured part of the ward in which it is situated. The inspection found standards in classrooms now are better at Key Stage 2 than the SATs results show. At Key Stage 1 however, the present Year 2 class is not attaining quite such high levels as its predecessor in 2000. It is

therefore the view of the team that the school has been compared with schools that are not similar and while results are below those of similar schools they are not worse than when the comparison is made with the national results.

5. The present Year 6, although still below the national average, is producing better work than last year's results show levels to have been at that time. Pupils are now making satisfactory progress through the key stage. However, standards could be higher. The good teaching seen during the inspection is raising pupils' level of attainment but will take more time to have sufficient impact on their test results at the end of Key Stage 2. In all the core subjects standards are rising at the same rate as the national improvement and therefore they are not rising quickly enough to catch the national figures. In information technology, standards have not advanced since the time of the inspections of the junior and infant schools but the pupils recently began working in the new computer suite. This fine new resource provides opportunity for a wider range of work that will eventually impact upon standards of attainment.
6. At the age of seven pupils' attainment in English in speaking and listening is below average. In reading and writing attainment is broadly in line with that expected nationally. By the age of eleven standards of attainment are still below average in speaking and listening and by this age attainment in reading and writing are also below average. The inspection shows that standards have improved over the past year but this is not yet having an impact on published test results at the end of Key Stage 2. Pupils of all abilities including those with special educational needs are now making good progress in all aspects of English. This is due to skilled teaching and very good pupil management. Teachers have high expectations of pupils especially in relation to the good behaviour and attitudes that lead to better work and higher standards of attainment.
7. In mathematics, at the end of Key Stage 1, the majority of pupils are attaining at average levels in number, algebra and shape and the application of mathematical knowledge. At the end of Key Stage 2, most pupils' attainments in their classwork in number operations, although currently slightly below national averages, are on course to make the necessary improvements by the time of the national tests. The pupils' skills in mental mathematics are higher than their skills in their written work and are equivalent to national expectations. The pupils' understanding of the application of number is improving and is on course to meet national expectations by the end of Year 6. Pupils demonstrate satisfactory skills in numeracy throughout the school. Opportunities for promoting numeracy are recognised and taken in other subjects for example, in geography using co-ordinates for finding directions and this is helping pupils to consolidate their learning.
8. Standards of attainment in science are average at the end of Key Stage 1 and below average in Key Stage 2. In Key Stage 1 pupils achieve as they should taking account of their prior attainment. However, progress is slow in Key Stage 2 and by the end of the key stage both the most able and the average pupils underachieve. The pupils with special educational needs make good progress as a result of the good support they receive during lessons. The main reason that progress is unsatisfactory is that a detailed scheme of work has not been followed by pupils currently at the top end of Key Stage 2 and the curriculum has lacked the content and skills that pupils need to gain satisfactory attainment. The new school has recognised this and has in place a scheme of work to address the issue. Progress in the lessons seen during the inspection was satisfactory in both key stages. This is due to sound teaching and appropriate subject knowledge on the part of teachers.
9. At Key Stage 2 there are increasing opportunities for the higher attaining pupils in the variety of work and in the levels expected. In English, for example, there are good extended writing opportunities. In art lessons the most capable pupils are able to work at an appropriate level. The school has not yet harnessed the potential of computers and the Internet for the more able pupils. Whilst having satisfactory library skills Key Stage 2 pupils are not using them to research in subjects such as history, geography and religious education. The school has successfully introduced the literacy and numeracy frameworks and provides, especially at Key Stage 2, opportunities for creative writing outside literacy lessons. However, teachers do

not use fully the potential for writing across the curriculum. Similarly opportunities in subjects such as science and ICT are not being used fully to extend pupils' mathematical skills.

10. In the foundation subjects standards are at about the nationally expected levels at the end of both key stages. There is some good work in art especially in Key Stage 2. Because the improvement in resources for information technology is so recent, pupils' skills in this area are below the expectation of the National Curriculum. Too few lessons were seen in music, design technology or religious education at Key Stage 1 to make a full judgement on standards but teachers' planning shows that the provision for these subjects is satisfactory. However, the time allowed for art and music is barely sufficient for full coverage of the National Curriculum and for pupils to reach high attainment.
11. The school has set realistic and suitably challenging targets for improvement and is aware of the need to bring attainment in the core subjects up to the national average. However the targets are not sufficiently supported by action plans which detail exactly what is to be done to raise standards.
12. In both key stages, provision for the pupils with special educational needs is very good and these pupils make steady progress and achieve well in relation to their prior attainment. They make good progress towards the targets on their individual education plans and in the development of self-esteem and confidence because of the good teaching, the generous and effective classroom support provided and the suitability of their targets. The school makes very good use of assessment data for target setting on individual education plans. The school needs to extend this good use of assessment data to support the setting of targets for all pupils and to support medium and long term planning. Higher attainment pupils achieve as they should in all classes in most subjects. However higher attaining pupils do not always achieve appropriate levels in science, and information communication technology. The reason for this in science is that a scheme of work was not available to support teachers with their planning and consequently the pupils at the top of the school have not fully acquired all of the necessary skills to able them to achieve appropriately. In information communication technology the newness of the ICT suite means that pupils' skills are at an early stage of development.

Pupils' attitudes, values and personal development

13. Most pupils enjoy school and this is reflected in their very good behaviour and positive attitudes towards work. They cooperate very well with one another and with their teachers. They apply themselves fully to tasks and show very high levels of interest and good concentration in their work. For example in a Year 4 history lesson there was fierce competition to try and answer the difficult questions exploring why accounts of the same event were so different. Good concentration was seen in a Year 6 mathematics lesson as pupils worked out problems concerned with decimals. Year 5 pupils were seen to persevere very well with some challenging work during a swimming lesson. Children in the Foundation Stage are developing positive habits in their learning. For example children in Reception sat and listened and then participated very well in their numeracy lesson. The children in the Nursery share equipment with consideration for each other and generally play and work together very well.
14. The pupils' behaviour is very good throughout the school. This makes a considerable contribution to their learning. The school is a friendly, happy and orderly community. Pupils behave very sensibly in classrooms and in and around the school. They are very self-disciplined. Inspectors were impressed at how they respond to the signal at the end of break times and at the start of school by standing still and then moving into school in an orderly manner, ready to begin work. Lunchtime is a pleasant social occasion where pupils mix very well together and enjoy each other's company. Pupils say that bullying is not a problem. They indicate that when it occurs, staff deal with it straight away and help those concerned to make friends afterwards. All pupils are courteous and show respect for staff and visiting adults.

Behaviour management by all staff is very good with a consistent whole school approach. Through this, and much attention to personal and social education, pupils have a very good and clear understanding of the impact of their actions on others. No pupils have been excluded in recent years.

15. Relationships at all levels are very good. For example at the start of lessons there is a settled, purposeful atmosphere whilst registration is carried out in an effective way. The inspection team were impressed at how carefully pupils listen to and value each other's contributions and achievements in lessons. For example in a Year 5 mathematics lesson a group of children finished one activity and moved to an extension activity that involved moving to another part of the classroom. They discussed the best place to move to, arranged furniture and negotiated the activity without the rest of the class being disturbed. Pupils generally show outstanding levels of respect for the feelings, values and beliefs of others.
16. The pupils at this school are trustworthy and care for property. They respect their own property and that of others. There is hardly any litter about the school. Personal development of the pupils is very good. Pupils are maturing as independent learners. They make use of reference books and dictionaries in literacy and are good at selecting their own resources in many lessons. For example in a Year 2 mathematics lesson, the pupils identified which resources they would need to solve their money problems and why those resources would be suitable. In classes, monitors perform their tasks in a helpful and effective fashion. Pupils clearly enjoy responsibility and this is an area which the school intends to develop. Pupils benefit from the "Buddy Reading scheme" which involves pupils from Castle View reading with Year 12 pupils from Highfields School. The Barclays New Futures community scheme has encouraged many of the older pupils to contribute to the school community through special arts projects such as they very successful production of the musical Vanishing Island which was also a joint venture with Highfields. Such strong links provide valuable opportunities for pupils to take responsibility and use their initiative well.
17. Attendance is satisfactory. Last term's attendance figures for the school are better than the twelve months to May 2000. Currently attendance is in line with the national average. The school needs to use the weekly analysis of absence to identify any patterns and to use the information to improve attendance.

HOW WELL ARE PUPILS TAUGHT?

18. Taking all aspects of teaching into account, the quality of teaching is good overall and leads to good learning. Ninety six per cent of teaching was satisfactory or better with a quarter of lessons being very good. Sixty four per cent of the teaching was good or better. Examples of very good teaching were seen in the Reception class and in Years 1, 2, 4 and 5. Examples of very good teaching were seen in English, mathematics, science, geography, history and physical education. Examples of unsatisfactory teaching were seen in religious education and information communication technology.
19. The quality of teaching is good throughout the school. The two unsatisfactory lessons seen in Years 3 and 4 are balanced by satisfactory and good teaching observed in these same classes. More than half of the lessons seen for children in the Foundation Stage were good and two out seven of them were very good. The other remaining lesson was satisfactory. As a result of the high quality teaching and the very good provision for pupils with special educational needs, all pupils make good and often very good progress in their learning from their below average attainment on entry to the school.
20. The quality of teaching is good at both key stages in English and mathematics. It is satisfactory in science at Key Stage 2 and good at Key Stage 1. Features in the lessons where teaching is particularly strong include very high teacher expectations, very well managed pupils and very effective organisation to ensure that tasks are well matched to the needs of pupils. The good teaching in English is characterised by the teacher's secure

knowledge and understanding of the literacy strategy which ensures that work is carefully matched to pupils' abilities. Teachers' planning is thorough. In mathematics, the impact of teacher's adoption of both the school and the National Numeracy Strategy is having a positive effect on pupils' achievements throughout the school.

21. All lessons are well planned to involve the Education Care Officers who know exactly what to do to meet the targets set down in the pupils' education plans. This helps the pupils know what is expected of them and they work hard to achieve their goals. In all lessons, but particularly in science and mathematics, teachers expect pupils to use correct, relevant language at all times. In the lessons that were unsatisfactory pupils became restless after waiting too long for the next activity and were given insufficient challenge.
22. Teachers generally have satisfactory knowledge and understanding of their subjects. This is aided by the co-ordinators for each subject who provide effective help for their colleagues to plan the content of their lessons. Teachers of children at the Foundation Stage have good knowledge of how young children learn. This leads to the children making good progress towards meeting the Early Learning Goals before they begin Year 1. Inspectors noted good teaching of basic skills. Opportunities are taken appropriately in all subjects to draw pupils' attention to, for example, punctuation spelling and number. Teachers' planning is good for their lessons in the National Numeracy and Literacy Strategies. The format for these strategies is now influencing, where appropriate, their planning of lessons in other subjects. Teachers' expectations are high in all classes and these high expectations are beginning to impact upon standards in Key Stage 2. Teachers use a good range of teaching strategies which address a variety of learning styles and lead to increased understanding from pupils. Teachers show very good management of pupils so that all behave very well and are receptive to learning. The time in lessons is generally used well. Support staff are well deployed and resources are used effectively, In particular teachers are assisted by good quality Education Care Officers (ECOs). They work together as effective classroom teams and the skill and expertise of the ECOs adds significantly to the quality of learning. Informal assessment in lessons of individual needs is used well so that teachers help pupils to overcome their difficulties,
23. Teachers provide good quality assessments for pupils with special educational needs and, along with the Education Care Officers, take very good account of the targets set for these pupils in their planning. The targets defined in the individual education plans are clear and achievable. There is very little withdrawal from classrooms. This only occurs when pupils with visiting support staff or have specific programmes to complete. Support staff maintain very detailed records and there is regular, relevant and high quality liaison between support staff and teachers. Satisfactory use is made of homework throughout the school.
24. The quality of learning is good. Pupils apply full effort and concentration. They are productive and keep up a good working pace. They sustain interest often without reminders and can work on their own or in collaboration with others. Although the quality of teaching and learning in classrooms is good this has not yet impacted sufficiently on the standards achieved at the end of Key Stage 2. The good work that is happening in conjunction with good leadership and the focus on raising standards in the core subjects should soon result in higher standards. The current Year 6 are on line to meet the required standards in mathematics by the end of the key stage. Standards in English and science will still be below national expectations but they will improve from the previous situation of being well below. In other subjects attention needs to be given to timetabling arrangements to ensure that sufficient time is allocated to the teaching of the foundation subjects, information communication technology and religious education. Assessment also needs to be addressed to ensure that appropriate targets for individuals and groups of pupils form part of medium term planning. The targets need to be shared with the pupils so that they become aware of their progress towards meeting them.

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

25. The quality and range of the curriculum is satisfactory and learning opportunities provided by the school are sound. The statutory requirements of the National Curriculum and religious education are met. However, there is an imbalance in the time spent on some subjects at both key stages. The school has appropriately set a high priority on attainment in the core subjects and as a result foundation subjects such as art and music and religious education have too little time allocated. This has an adverse impact on pupils' learning in these subjects. The school has implemented the national strategies for literacy and numeracy to good effect and as a result, these have a positive impact on pupils' learning and standards they are attaining in both key stages.
26. The school has in place a very comprehensive Curriculum Framework, which includes the Foundation Stage. It has details of the areas of study in each subject and includes time allocations for each separate component. However, these allocations are not always reflected in teachers' planning, consequently some foundation subjects receive less time than stated in the framework. The quality and range of learning opportunities are satisfactory overall and good in Key Stage 1.
27. The school makes very good provision for pupils with special educational needs in both key stages. Teachers write clear individual education plans, which successfully guide teachers' curriculum planning and ensures that the work planned is carefully matched to the needs of individual pupils. Good planning and resourcing ensure that the school fully complies with statements of Special Educational Need and the Code of Practice. Pupils with special needs are fully integrated into classes, and receive very good support from the school's Education Care Officers. Pupils with special needs take part in all activities at the school. However, despite the success of the school in including pupils with special educational needs, disabled access for pupils or visitors is severely limited and parts of the building such as the hall are completely inaccessible.
28. The Additional Literacy Strategy is provided for 30 minutes each day in Years 2, 3 and 4 and has a positive effect on pupils' attainment. Booster classes are provided for some Year 6 pupils and the school is about to begin Springboard mathematics support classes for Year 5 pupils. Higher attaining pupils have suitably challenging work to extend their skills in the classroom although this is not consistent in all classes or in all subjects. In some areas of the curriculum, for example in science, such pupils are insufficiently challenged.
29. Provision for extra curricular activities is satisfactory at Key Stage 2, and contributes to pupils' social and wider development. There are opportunities to take part in football, tag rugby, kwik cricket, netball, folk dancing and recorders. Sports teams from the school have been successful in local competitions and the emphasis is on skills and social development. The early morning work time, when parents can work alongside their children, completing or extending work from the previous day, gives a secure and supportive start to the day's learning.
30. Links with the partner secondary school are very good. Extra curricular activities are enhanced by this link. The schools work on joint projects. For example a mural has been designed and painted in the Year 5 classroom. This has been developed using funding through "Barclays New Futures" using pupils from the high school. A musical written by sixth formers, involving most of Years 5 and 6, was rehearsed at the weekends in the school. This brought about much parental involvement and the production was then performed at the secondary school which supports community links and helps to prepare pupils for their secondary school education. Further events such as after school workshops, folk music and puppet performances are planned.

31. The school makes good provision for pupils' Personal, Social and Health Education. Pupils clearly understand what is right and wrong. Through their work in science they gain an understanding of the benefits of a healthy lifestyle and are developing the skills to make informed choices about their own lives. A draft policy for Personal, Social and Health Education and Citizenship has been drawn up. Learning outcomes have been established and could be further developed by identifying where there may be opportunities for Personal, Social and Health Education (PSHE) in other subject areas. This will make it easier for managers to monitor and evaluate how effective the provision is, and identify ways in which it can be improved. In lessons teachers naturally reinforce principles in the policy, and provide good role models for the pupils. Governors have approved a policy for sex education, and drugs education is provided for Year 6 pupils in partnership with the local police through the "Ride Programme".
32. Staff make home visits before children start in the Nursery which makes the transition from home to school easier for both parents and children. The school has developed very good links with the local secondary school and has carried out joint projects with another local primary school. Work has been carried out jointly to identify the problems pupils have in bridging the gap between Years 6 and 7, and visits are made by English, mathematics and science teachers from the secondary school. Return visits are planned and this will lead to a greater understanding by all staff of the issues involved in successful transfer. There is a very good relationship with the special educational needs department at the secondary school which means that pupils with SEN make a smooth transition to their secondary education. Year 6 pupils make several useful visits to the secondary school prior to transfer.
33. The provision for moral and social development is very good and for cultural development it is good. The aims of the school include reference to having care and consideration towards others, to show co-operation and mutual respect and to develop confidence and self esteem. Observations made during the inspection confirm that the school is achieving its aims. Visits made to school by poets and storytellers enliven and enrich the planned curriculum at both key stages.
34. Provision for spiritual development is satisfactory. There is a policy for collective worship and the school meets statutory requirements for assemblies. Assemblies are used effectively to promote moral and social issues but opportunities are missed for spiritual development. Music and singing could be more effectively used to develop a reflective atmosphere in which pupils are able to make a deeper response. Assemblies are broadly Christian in nature although the festivals of other faiths are recognised. There are insufficient opportunities for prayer, consideration of readings from religious books or quiet and silent reflection. There is not sufficient guidance on spiritual development within the wider curriculum.
35. Provision for moral development is very good. The policy promotes good moral values and has clear strategies for managing behaviour. Teachers, Education Care Officers and midday supervisors provide good role models in helping pupils to learn how to care for others and know what is right and wrong. Expectations of pupils' behaviour are very high and staff deal consistently with pupils when behaviour falls below acceptable levels. The children behave very well, both in the classroom and around the school. In one assembly the teacher used personal recollection and humour to explore the issue of making correct choices in life; this gave the pupils a strong moral lead. The pupils understand, value and consider the school's system for rewards and sanctions to be fair.
36. Provision for social development is also very good. The good working atmosphere of mutual respect in classes develops collaboration and understanding of the needs of others. The school works well as a community and pupils learn the part they need to play. Pupils' work is displayed on boards and this encourages them to share in the success of the school. Teachers make good use of incidental events to develop the pupils' understanding of social issues. For instance, a recent earthquake disaster was discussed with sensitivity. Teachers encourage pupils to take responsibility, for example Year 6 pupils help in the Nursery by putting play equipment out, and also operate the "Comic Swop" library at lunchtimes. The

school has a policy which encourages older pupils to befriend any younger pupils that seem isolated on the playground. There are many opportunities to work as teams in lessons and at other events such as inter school competitions and whole school activities. Pupils value the chance to work in mixed age teams on sports day.

37. Cultural development is good. The school becomes actively involved in local projects, for instance, the Chatsworth Project which received funding from Sheffield University and used Chatsworth Park as a stimulus for poetry and art. Similar activities are planned for Years 2 and 3 this year. A local artist will lead the work, which will focus on the environment around school. The school takes part in the Matlock Children's Festival, including drama and music workshops and a production in the town's park. Flags and banners made by the pupils, assisted by sixth formers from the secondary school, were hung on shops around the town. The school has built links with a London school which visits the area each year. During their stay pupils from London visit Castle View for a day. There is also good contact with a school in Africa, pupils have collected items to make up and send stationery boxes, as resources there are very limited. Religious education provides good opportunities for the appreciation of other cultures and faiths. For instance, artefacts that are special to a Buddhist were observed, discussed and considered by a Year 3 class: these were compared to objects a Christian would consider special. However, in some subject, for example music, there are insufficient opportunities or resources for the exploration of other cultures.
38. The local community has been encouraged into school through specific projects designed to help them meet their own needs and those of their children. A family literacy group was started last year and some parents have gone on to further courses including one with a residential element. The school has targeted parents of Reception pupils this year and the course is proving very successful. A "Get Connected" ICT course is running using the new IT suite using an approach which enables parents to become familiar with the new technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The provision for the welfare and support of pupils is good. Pupils are confident in the advice of their teachers and most parents find it easy to approach them if they have a concern about their children's personal progress or welfare. Behaviour is very well managed and the procedures for monitoring and eliminating oppressive behaviour are very good. This is a strong feature of the school resulting in very good relationships and collaboration between pupils. Parents rightly feel that the school's staff have the welfare of the pupils at heart and that they work hard to enable pupils to achieve their best.
40. There are good arrangements to induct pupils new to the school. Children who are due to start school in the Nursery have the benefit of a visit by the Nursery teacher to their home. This is followed up by a visit to school. Parents are encouraged to stay with their children on their first time in school. This is effective in giving them confidence to begin school life.
41. There is very good provision for the pupils with special educational needs. The school is proactive in finding the right support for its pupils. Records show that specialists from the local education authority and the health authority work very closely with the school to address particular learning needs. Teachers and Education Care Officers know pupils very well. The special needs co-ordinators ensure that full assessments of pupils with special educational needs are carried out promptly and all staff are aware of pupils' targets and programmes. Targets are very thoughtfully prepared and individual education plans are specific and achievable. The support for these pupils is very effective. Relationships between the pupils with special educational needs are very good so that learning takes place in a purposeful, motivating and inclusive atmosphere. Staff work very well together to monitor and assess pupils' work and share information gained very efficiently. The school complies fully with the Code of Practice and liaises very successfully with external agencies.
42. Arrangements for assessment do not enable the school to monitor pupils' academic attainment and progress fully and consistently across all subjects. The school has made

some significant progress in developing its procedures in this area. The development of a common assessment, recording and reporting policy has tackled the issues that were raised in the last reports when these were separate infant and junior schools but because of its recent introduction practice has not yet been fully embedded across the school. The process and procedures outlined in the policy are sound and provide clear guidance for teachers. They have the potential to help teachers to monitor progress more effectively. Assessment during lessons is well established in most classes. It is evident from planning that teachers modify their planning in the light of pupils' response in individual lessons. However, this needs to be extended so that medium and long term planning is modified in the light of pupils' response to topics or modules of work.

43. There are effective systems in place for diagnosing and assessing pupils' special needs, which are in line with the Code of Practice. The Special Needs register is fully up to date and is checked and monitored regularly. A strength of the assessment system is the setting of individual education plans where targets are precise and measurable; these are monitored and updated regularly. The requirements of statements are implemented well and annual reviews are carried out fully in line with statutory requirements.
44. The school has good procedures for monitoring and supporting pupils' personal development. Pupils' records contain information about how they relate to others, deal with new situations and their levels of responsibility and confidence. Personal and social and health education effectively supports the pupils to understand and respect one another and to value the beliefs of others.
45. Procedures for monitoring attendance are satisfactory overall. However the marking of registers is inconsistent and the school does not yet analyse the weekly data to improve attendance.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Most parents have positive views of the school. Replies to the inspection questionnaire and responses given at the parents' meeting show that parents have confidence in the school and the quality of education provided. The majority of parents replying to the questionnaire said that the school has high expectations for their children. Most parents at the parents' meeting and those that returned the questionnaires said that teaching was good and that their children are making good progress in school. They are pleased about how the school develops good attitudes and values and helps their children to become mature and responsible. Most parents say that their children like school and behaviour is good.
47. A significant number of parents are disappointed at the range of extra-curricular activities available for their children. Although there are not a great number of activities provided, the number and range is similar to that currently found in schools of this size and is therefore judged to be satisfactory.
48. The school has a range of productive and consistent links with parents and carers that help the pupils to learn. These extend from encouraging parents to visit the classrooms for the first twenty minutes of the school day to providing "curriculum flyers" that give parents information about work to be covered by their children and regular informative newsletters.
49. The quality of information to parents especially about pupils' progress is good. Pupils' annual reports provide a good pen picture of their academic, personal and social development. They provide clear information about what pupils know, understand and can do. Parents of children with special educational needs are kept fully informed and have good opportunities to discuss targets and reviews with the school which they appreciate. The school's prospectus is updated annually and is a warm, welcoming introduction to the school containing all of the statutory information. The governors' annual report was written by one of the parent governors with information provided by the rest of the governing body. This has ensured that the report is accessible to all parents and has been well received by them.

50. Parents are encouraged to share their expertise in a variety of activities for example baking and recorder playing. There are some very good adult learning initiatives provided in school giving parents the opportunity to develop their skills in literacy and information communication technology. These projects, although not particularly well attended currently, are providing good information for parents to develop their own skills and to support them in helping their own children. The school is considering ways in which parents could be further involved in the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The overall leadership and management of the headteacher and key staff are very good. The headteacher provides very strong leadership. She carefully evaluates each strategy for improvement before establishing what is right for the school. The merger has been managed sensitively and staff are moving forward as Castle View Primary School without reference to their previous experiences in the former separate infant and junior schools. The headteacher and governors have, to facilitate the merger, appointed a leadership group of good quality. Roles and responsibilities have been allocated so that there is clear line management and responsibility for departments in the school. Subject co-ordinators have been assisted to develop their skills and are now in a position to assume increased leadership roles in the development of their subjects. The structure has the potential to be effective in providing appropriate quality assurance for the headteacher to gain an overview of whole school performance to assist in the raising of standards.
52. Over the last three years staff changes have been made and teachers have benefited from the opportunities provided to follow an appropriate range of professional development. This has led to improvements in the quality of teaching so that the pupils now have good quality classroom experience throughout the school. The morale of staff and pupils has been maintained successfully through the period of amalgamation. This is to the credit of the governors and the leadership of the school. The headteacher has set out to create a supportive atmosphere where every individual feels valued. This has been achieved. The atmosphere motivates both staff and pupils to work hard and to enjoy their time in school. The school has implemented government initiatives well and the strategies for numeracy and literacy are operating effectively. The procedures for the performance management of teachers are in place. The school compiles and records a wide range of data that is helpful in measuring the performance of pupils in all year groups in English and mathematics. This is beginning to be used to analyse the school's performance and to identify areas where improvements could be made.
53. There is a clear direction that provides a sense of common purpose. It emphasises the raising of standards and achievements. The school's aims are well defined and communicated to staff and pupils. Governors, the senior management team and staff are actively involved in setting clear priorities for school improvement. As a result the School Development Plan, although large, details the work that will be done over the next five years and enables co-ordinators to understand when their area will become a high priority. All co-ordinators are aware that, when their area of management responsibility becomes a high priority it will be funded accordingly. The governors and senior staff are careful to evaluate spending priorities in order that they can ensure value for money. There is a shared commitment in the school towards working together to achieve success in clearly defined priority areas.
54. There are governors assigned to literacy, numeracy and special educational needs. They are actively involved in supporting these areas and reporting back to all the governors regularly. Additional spending for special needs is spent appropriately and there has been a good investment in the provision of a team of extremely skilled learning support staff who work alongside teachers. The Co-ordinators for Special Educational Needs provides good leadership. The lead co-ordinator has release time to act in a consultative capacity. She works with staff to ensure that the requirements of the Code of Practice are met.

55. Financial control is satisfactory and specific grants are used well for the intended purposes. The governors fulfil their strategic role in financial management well. Financial responsibilities are clear with spending linked to priorities set out in the School Development Plan. The school's administrative staff work well and are effective in ensuring the smooth day-to-day running of the school. The school, despite the low standards at the end of Key Stage 2, is providing a good standard of education. The quality of teaching is good and the quality of leadership is very good. There is a supportive atmosphere that motivates pupils and staff to work hard and there is a shared commitment to the raising of standards. For these reasons the school provides good value for money.
56. There is a sufficient number of teachers and Education Care Officers. They are appropriately qualified and benefit from good arrangements for induction, appraisal and professional development. The school buildings are spacious with sufficient classrooms. Every effort has been made to make the buildings as welcoming as possible with bright displays of children's work. The hall is bright, warm and has good light. However, its small size, the difficulty of access and the equipment stored around the edge mean it is unsuitable for the delivery of physical education lessons, whole school acts of worship or school productions.
57. Resources are satisfactory overall with strength in the provision for information communication technology. The school has sufficient play areas although the reception class does not have a separate outdoor play area. There are appropriate plans to improve car parking and vehicular access to the site

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. (1) Raise the achievement of pupils particularly in English, mathematics and science by:
- Using the methods already established for the drawing up of individual education plans for pupils with special educational needs, set targets for individual pupils and groups of pupils and review them regularly to evaluate progress
 - Sharing the purpose of lessons (learning objectives) with the pupils at the start of lessons and returning to them at the end of lessons in order to revise what has been learned
 - Ensuring that marking gives pupils information about what they need to improve*
 - Review timetabling arrangements to ensure that all subjects have an appropriate allocation of time.

As referred to in paragraphs 24,25 ,43,77,78,84,94, 124, 135

- (2) Making sure that there are consistent assessment procedures for assessing pupils' attainments in all subjects with effective analysis of data that results in action to raise standards*

As referred to in paragraphs 12,42,85,94, 100, 103

- (3) Continue the strenuous efforts to improve the accommodation to: provide suitable accommodation for the teaching of physical education and provide a secure out door area for children in the Reception class*.

As referred to in paragraphs 27,56,66, 128

**already identified by the school as areas for improvement*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	40	31	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	182
Number of full-time pupils eligible for free school meals		36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register	13	58

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	8
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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	21	13	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	11	11	11
	Total	28	28	29
Percentage of pupils at NC level 2 or above	School	82 (n/a)	82 (n/a)	85 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	18
	Girls	11	11	11
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	85 (n/a)	88 (n/a)	85 (n/a)
	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	20	9	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	14
	Girls	6	5	5
	Total	16	13	19
Percentage of pupils at NC level 4 or above	School	55 (n/a)	45 (n/a)	66 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	6	6	6
	Total	16	16	18
Percentage of pupils at NC level 4 or above	School	55 (n/a)	55 (n/a)	62 (n/a)
	National	70 (68)	72 (69)	80 (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	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	26
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	271

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000
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	£
Total income	507162
Total expenditure	514792
Expenditure per pupil	1344
Balance brought forward from previous year	25878
Balance carried forward to next year	18248

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	35

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	23	3	0	0
My child is making good progress in school.	51	43	3	0	3
Behaviour in the school is good.	29	54	6	0	11
My child gets the right amount of work to do at home.	29	52	16	0	3
The teaching is good.	60	34	0	0	6
I am kept well informed about how my child is getting on.	43	43	11	0	3
I would feel comfortable about approaching the school with questions or a problem.	69	23	6	3	0
The school expects my child to work hard and achieve his or her best.	51	40	3	0	6
The school works closely with parents.	49	34	14	3	0
The school is well led and managed.	60	26	3	3	9
The school is helping my child become mature and responsible.	53	38	9	0	0
The school provides an interesting range of activities outside lessons.	16	38	25	6	16

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

59. Children are admitted into the Nursery on a part time basis in the September or January after their third birthday. Children who have received nursery education move into full time education in the Reception class in September or January in the school year in which they become five. Evidence from both the children's records and inspection evidence shows that children's attainments are below average in all areas of learning. Evidence from the Reception baseline assessments shows that children's attainments on entry to the Reception class are still below average in all areas although inspection evidence suggests that the attainment of the current cohort of Reception children is higher than in previous years. Children make good progress throughout the Foundation Stage and firmly develop and consolidate their skills. Children in the Reception class are on course to attain the Early Learning Goals in all areas of learning. A significant number of children arrive in the Nursery with poorly developed oracy skills and these children, while on course to attain the Early Learning Goals in personal, social and emotional development, creative development and physical development, are unlikely to meet them in communication, language and literacy, mathematical development and knowledge and understanding of the world because they have not yet developed sufficient skills to enable them to express themselves clearly.

Personal, social and emotional development

60. Children are keen to come to school because they know they will be offered interesting activities and that they will be valued. Children have good opportunities to develop their personal and social skills through the provision of opportunities to work together in small groups and in whole class plenary sessions. Children cooperate happily during snack time, helping themselves to drinks and a variety of snacks. Children in the Nursery and Reception know class routines well. The organisation of these children contributes positively to their social skills. They are given good opportunities to show kindness and concern for others as was shown when one young child when looking after her friend in the Nursery was encouraging her to become involved in the range of activities. Children in the Reception class take care of their partners as they move from their classroom to the hall for assemblies and physical education lessons. They behave very well, playing and working harmoniously because they know that the adults expect good behaviour from them. The very good relationships displayed between children and staff are rapidly increasing the children's confidence and feelings of security. The quality of teaching in personal, social and emotional development is good. This enables children to make good gains in their learning.

Communication Language and Literacy

61. The majority of children in the Reception class are likely to meet the Early Learning Goals in communication language and literacy by the end of the Foundation Stage. However, this has not been the position in previous years nor is it likely to be the position with the current Nursery children. This is because of their below average skills when they started school particularly in speaking and listening. All adults take every opportunity to develop these skills and, as a result, the children make good progress. For example children develop their speaking and listening skills by playing a sound game with a member of the Nursery staff. The children listen to sounds on an audiotape and then match them to pictures on a lotto board. The discussion that follows extends their vocabulary and by listening to very quiet sounds, for instance to someone brushing their teeth, makes them concentrate on the sound itself. The school places high emphasis on their development of reading skills. Literacy sessions are used well to develop speaking and listening skills. Children in the Reception class recognise the title of a book, use the information from illustrations to make a story and recognise a number of key words in a text, Children in both the Nursery and the Reception class have appropriate opportunities to develop their writing skills. In the Nursery the staff use every occasion to build these skills. For example when working with a group of children in the

toyshop the adult saw one of the children looking through a catalogue and immediately suggested to the child that they could order toys. She provided a pad and pencils to enable the order to be written. Other children joined in and were able to write their orders and then read their orders out to me. The quality of teaching in this area of learning in both Nursery and Reception is good.

Mathematical Development

62. Attainment in mathematics is likely to be in line with that expected to meet the Early Learning Goals at the end of the Foundation Stage. However this has not been the position in previous years nor is it likely to be the position with the current Nursery children. This is because of their below average skills when they started school. Class routines are used effectively to reinforce mathematical concepts. The children in the Reception class are able to sequence numbers up to thirty. They are developing an awareness of odd and even and they can count forwards and backwards. They can start at a number such as eleven and count back three numbers and stop on the correct number. Discussions on the days of the week introduces the children to the concept of the day before and the day after. They further develop their counting skills by singing number rhymes. Most children sort unifix cubes by colour and use them to build towers of a specified height. Children in the Nursery choose the size and shape of paper for their paintings which enables them to identify the most appropriate for the picture they are doing. The quality of teaching is good and this leads to good gains in the children's learning.

Physical Development

63. The children's physical development is on course to meet the standards expected at the end of the Foundation Stage and they make good progress. The children in Reception gain confidence in using space through opportunities for physical education in the hall. The quality of teaching in the one lesson seen during the inspection was satisfactory. The teacher established suitable routines to ensure safety in the very small crowded space available. The teacher and assistant gave appropriate support to the children to reinforce the necessary skills. The children experienced success in the lesson and they were given the opportunities to practise and demonstrate their skills. Children in the Nursery have regular opportunities to use large play equipment in the outdoor area. Children develop their manipulative skills through handling small toys, scissors, pencils and paintbrushes.

Creative Development

64. The children's creative development is on course to meet the learning goal by the end of the Foundation Stage. Children learn to use paint appropriately to make pictures. They are developing greater hand control. Most children know some simple songs by heart and join in with enthusiasm. It was not possible to see any direct teaching in this area during the inspection.

Knowledge and Understanding

65. The Nursery children's knowledge and understanding of the world is below that expected in order to meet the early learning goal by the end of the Reception year. This is because the children have not yet developed sufficient oracy skills to express themselves clearly. However, children in the Reception class are in line to meet the goal by the end of their Reception year. Children in the Nursery use the computer to make pictures showing developing control of the mouse. The computer is used to support the children's mathematical development and the adults in the Nursery ask challenging questions to extend the children's learning in this area. For example, the teacher used an opportunity when a group of children were playing with trains to talk to them about destinations and places the children had visited. Most of the children are still using one word answers to reply to questions. The children in the Nursery and Reception use construction and small toys appropriately to develop their own ideas as well as their manipulative skills. They know how to use a tape recorder and take great pleasure in listening to music tapes. It was not possible to see any direct teaching in this area of learning during the inspection but the incidental teaching observed was good.

66. The quality of teaching is good overall and leads to good progress in learning. Children achieve as they should. A quarter of lessons seen were very good, 50 per cent were good and the rest were satisfactory. Strengths in the quality of teaching include a good understanding of how young children learn, well planned activities, a gentle encouraging teaching style that values the contributions of all allied to very good behaviour management. Nursery nurses and Education Care Officers (ECOs) are very much part of the team and are used effectively to ensure that children receive a lot of individual attention. This contributes positively to the progress the children are making. A successful feature is the clear plans that are developed with contributions from all of the adults involved in the teaching. The co-ordinator gives good support to the staff in Nursery and Reception. The school makes good use of the accommodation to provide for the needs of young children. However, there is no dedicated outdoor area for the Reception class children and the position and size of the hall is unsuitable for the delivery of the physical education area of learning.

ENGLISH

67. In 1997 inspectors in the Infant's School reported the attainment of seven year old pupils in speaking and listening were "broadly in line" with standards nationally. In reading and writing attainment was below the national average. The new school has improved these results. Standards across each aspect of English at the end of Key Stage 1 are in line with those of pupils nationally. In the present Year 2 class, however, pupils' attainment is not as high as the standard test results showed last year's result to be when attainment was above the national average. This is because that particular year group contained some very able pupils and a lower number who found writing and reading difficult. The number of pupils who achieved Level 3 for both reading and writing was well above average.
68. Several Year 1 pupils showed some flair for language in the lesson seen. They have a good grasp of the idea of telling, several know what a "traditional" story is and one confidently explained what re-telling a story means. Year 2 pupils have a good grasp of the idea of alphabetical order and of how to use a glossary. They can use an index and many read fluently and with expression.
69. In 2000, Standard Attainment Tests (SATs) at the end of Key Stage 2 showed attainment to be well below the national average and poor against schools in similar contexts for pupils aged eleven. However, just as the Year 2 cohort of pupils was an exceptionally good one, this particular Year 6 contained many pupils who found English skills difficult and were unable to attain to the national levels. The class contained twice as many boys as girls and many of these boys found both reading and writing hard. Figures from 1996 show that the same group scored poorly in the SATs for that year. The school also has records to show that several of the higher attainers at that time subsequently left the school, thus reducing the proportion of high scoring pupils. The class contained a significant number of pupils with special educational needs. This explains the apparent decline in standards between the two key stages. It also shows why test results show poorer attainment than that observed during the inspection.
70. By the age of eleven pupils are still below the national average but not to the extent shown by last year's tests. The present Year 5 achieves at a higher level in English than the present Year 6. Year 3 is also attaining at least at the national average level. The literacy hour, which the school has successfully introduced, and good teaching in Key Stage 2 is raising the standards. Neither of these factors has yet made a full impact on standards at the top of the key stage. In the newly amalgamated school more pupils are choosing to stay through both key stages and this too will help to give a better balance to the year groups.
71. Pupils' speaking and listening skills vary widely. Some pupils do not express themselves easily or well and show the reticence when speaking in front of others noted in the last report. Others, however, talk fluently and are clearly used to putting their thoughts into words. Two of

the Year 6 readers, for example, could do this well, explaining why they liked the books they liked and giving interesting ideas about how the plots in their current books might develop. Conversations with younger pupils during lunch time showed this variation in their confidence very clearly. In some classes teachers understand this well, waiting and prompting less fluent speakers to try to answer questions or think of examples. In others, however, in the attempt to keep lessons brisk and interesting, teachers are tempted to take early answers from some of the first volunteers. Pupils generally listen well.

72. Pupils make satisfactory progress in reading especially given their below average speaking and listening skills on entry to school. An above average reader in Year 2 read expressively and clearly is enjoying the humour in her book. A less able reader talked very readily about his book and appeared to be enjoying it although he read it rather hesitantly. Lower attaining pupils have some strategies for making sense of words they do not recognise but also rely on help to read unfamiliar words. In Year 2 reading, full stops were not always marked by the least able reader but the best reader read a difficult book rapidly and accurately. All Key Stage 1 pupils could retell their stories in a simple straightforward way. They understand what they read. In Key Stage 2 pupils continue to make satisfactory progress. The best readers read fluently and with good expression. By the age of eleven some pupils have a good vocabulary and can tackle a difficult text with understanding. They can sustain interest in extended stories. Two could recapture details of the Harry Potter books they had read. Lower attaining pupils read less confidently and tend to be slower and more deliberate.
73. Pupils' writing is below the national average. By the age of eleven a minority of pupils can write fluently using a good vocabulary. They understand how to use words for effect and show some appreciation of audience. The majority of pupils do this less securely and some lower attaining pupils have a restricted vocabulary and understanding. One Year 6 story written during the inspection week showed a good appreciation of how to use short sentences for dramatic effect. Generally, however, pupils do not vary the length of their sentences in story writing. Similarly, at the end of Key Stage 2, a few pupils have grasped the idea of developing character through dialogue but for most pupils this skill is less well developed than it should be. Most pupils in Key Stage 2 have a satisfactory knowledge of punctuation using an increasing variety in their creative writing. There are some opportunities for writing in history and science but writing across the range of subjects is not well developed. Opportunities are missed, for example, in music and religious education. Handwriting is satisfactory throughout the school. Not all pupils present their work as well as they could and standards of presentation could be better.
74. Teaching is good. None of the teaching seen was unsatisfactory and most lessons were well taught. Teachers are well organised, prepare carefully and manage their pupils very well. These factors lead to well paced lessons that keep pupils interested and learning. The many assistants who help with those pupils who have special educational needs also organise well. They liaise with teachers in both the lesson situation and, just as importantly, in the long term planning of activities. This helps not only their particular charges to derive maximum benefit from lessons, but also helps the teacher and other pupils to proceed with their work at an appropriate level. The move to group work, for example in the literacy hour, is quick and smooth. This was well demonstrated first thing on Monday morning with a lively Year 1 class. Teachers in both key stages have a high expectation of pupils' behaviour.
75. Teachers are aware of what their pupils are doing. The Year 2 teacher, for example, was quick to realise when pupils were not fully attending or understanding, enabling her to help them before they fell too far behind. Teachers in Key Stage 2 also demonstrated these same class management skills to help keep all pupils on task. Teachers plan a good balance of creative writing and grammar work. In Years 5 and 6 particularly, titles for extended writing provide opportunities for pupils to use their varying abilities to write at their own level. The school has introduced the literacy hour successfully and sessions run efficiently and effectively.
76. In some classes the difference between the level of difficulty of the books being read by the best readers were not sufficiently challenging. In some cases the poorer readers' books were

a little too hard and in others the advanced readers' books were rather too easy. Generally, however, books were well matched to pupils' ability, reading skills and interests. Discussion with pupils shows that they read a satisfactory variety of texts both fiction and non-fiction. The Key Stage 2 library needs additional modern fiction to give pupils a good choice of leisure reading. Although pupils do research this aspect of reading is less well developed. Few pupils were seen using the library for research but discussion with older pupils showed that they do know how to use books and the library generally to find facts and explore. Because of the lack of information disks for the school's computer network, and, until recently, of Internet access, they are not so well aware of the possibilities of taking information from the computer.

77. The quality of marking varies. The school has introduced the system of "Bubble and Block" for marking pupils' work. This system enables pupils to see at a glance where their work is praised because it is surrounded by a bubble. They are equally able to recognise when they need to concentrate on an aspect of their work as it is outlined in a rectangular block. This can work well but is not always systematically carried through. In some books there is not enough about what the pupils need to do to improve, although this is often discussed with the pupil orally especially in the case of younger children in Key Stage 1. Sometimes teachers praise work that is not really worthy and, although this might be to encourage, good direction about how to improve needs to follow. The best marking is good, being positive and helpful. Marking needs to be extended to set targets for individual pupils and these targets need to be shared with the pupils so that they can begin to monitor their own progress.
78. Through Key Stage 1 pupils' reading is carefully monitored. In Key Stage 2 pupils are not so well tracked. One appeared to have been reading the same book for far too long and several pupils had no reading diaries. Entries in some diaries were not as regular as they ought to be if this is one of the main ways of knowing what pupils are reading and how well they can cope with their books.
79. Management of English is good. The co-ordinator sees all medium term planning and regularly observed lessons and provides teachers with constructive feedback. Resources have been improved recently especially for class reading in the literacy hour, but both libraries contain a substantial minority of old books. The Key Stage 1 library shares a room with many other activities and as a result it is not possible to display books in a manner which excites the young reader. The Key Stage 2 library has a full collection of books and is an attractive environment. However, the system for showing the difficulty of books, especially story books, is not clear enough.
80. Overall, since the time of the last inspections, the school has made satisfactory improvement in the provision for the teaching and learning of English skills and is aware of the need to raise standards further to reach the national levels. Key Stage 1 teachers no longer rely too much on worksheets as was the case in the Infant's School in 1997. The new computer suite provides the opportunity for pupils to re-draft and word process more of their work addressing a shortcoming noted in the junior school report.

MATHEMATICS

81. Performance in standardised tests is showing overall improvement in the past three years. In National Curriculum tests, standards at the end of Key Stage 1 are above the national average. At Key Stage 2 the results of the National Curriculum tests are well below the national average. The inspectors found that, at the end of Key Stage 1, the majority of pupils are attaining at average levels in number, algebra and shape and that their application of mathematical knowledge is also in line with national expectations. At the end of Key Stage 2 most pupils' attainments in their classwork in number operations are broadly in line with the national averages and their skills in mental mathematics are also equivalent to national expectations as is their understanding of the application of number. There are a substantial number of pupils at both key stages who are on the register of special educational needs.

This affects the results in the Standard Assessment Tests with fewer pupils attaining the prescribed levels particularly at the end of Key Stage 2. There is no significant difference between the performance of boys and girls although there are significantly more boys on roll in both key stages. Whilst there is a lot of good teaching, learning and mathematical development taking place this is yet to have had a significant impact upon the results at the end of Key Stage 2.

82. Pupils' work in class and in their books shows at least satisfactory progress during the year and from year to year as they move through Key Stage 1. By the end of the key stage the majority have an understanding of the value of digits in three figure numbers. They count confidently in twos, threes, fives and tens with higher attaining pupils having a good recall of multiplication tables. Pupils are developing secure mental strategies and can use number facts to undertake simple computational sums accurately. The majority of pupils can distinguish odd and even numbers and they are able to add to the value of twenty pence. They have a good grasp of mathematical vocabulary and use it effectively when explaining their work and in replying to their teachers' questions. They know the names and properties of common two and three dimensional shapes and can measure accurately. When they gather data and information they can present findings in a variety of simple lists and graphs.
83. At the end of Key Stage 2 the majority of pupils are competent in the four operations, using and applying mental strategies. The majority make decisions about which methods to use when faced with a mathematical problem. They can decide whether it is more efficient to do it mentally or whether to use paper and pencil. By the end of the key stage they can approximate and estimate and they are proficient in the use of the inverse principle to check answers in either addition/subtraction or multiplication/division. They are confident in using calculators to check their answers to more complicated sums. Some pupils in Year 4 are disadvantaged because they cannot use simple number bonds to carry out calculations efficiently. By the time pupils are in Year 6 many are able to convert fractions to decimals and percentages. They are able to express numbers as improper fractions, mixed numbers, decimals and percentages. Competence in data handling is average. Pupils across the school are encouraged to look for patterns when engaging with mathematics.
84. Learning throughout the school is good because the teaching is good. The impact of teachers adopting the National Numeracy Strategy is having a positive effect on pupils' achievements throughout the school. Opportunities for promoting numeracy are recognised in other subjects, for example, co-ordinates in geography linking with work on directions, and this is helping pupils to consolidate their learning. The consequence of this work is not yet being shown in the statutory end of key stage tests. The good quality and range of work is the result of teaching that is rooted in secure and developing subject knowledge. Teachers have high expectations of their pupils' performance. Good exposition and modelling help the pupils understand better what is to be learned and well structured lessons, delivered at a brisk pace, keep pupils interested and involved. A successful feature in promoting high quality learning is the sharing of the learning objectives of the lesson with the pupils so that they can understand what is to be learned. This practice needs to be developed throughout the school so that all pupils become actively involved in their learning and are more able to make their own judgements about their progress.
85. In both key stages many teachers are developing the skill of asking questions which are targeted to individual pupils. This enables the pupils to build their understanding and the teachers to track their pupils' progress through the lessons. The quality of on-going assessment is satisfactory and it is evident from the evaluations made by teachers that planning is adjusted to take account of pupils responses to work already carried out. Assessment is yet to be fully used to set targets for individuals and groups of pupils. Teachers' planning is good generally but it rarely makes use of information and communication technology to support pupils' mathematical development. This is having an adverse effect on learning particularly in data and information handling. On some occasions when teachers plan to use computers in mathematics lessons the machines fail to function correctly. This means that teachers are less likely to plan to use ICT in future lessons.

Teachers ensure that the structure of their lessons and the activities they provide are designed to make sure that all the pupils, including those with special educational needs, learn more effectively. Very good use is made of well briefed Education Care Officers, who are skilled at supporting pupils with special educational needs.

86. Pupils' responses and attitudes to mathematics are very positive throughout the school. The pupils share their teachers' enthusiasm for the subject. They are keen and eager and show commitment and genuine interest. They behave well in lessons because of this. They have very good relationships with their teachers and with each other. They show maturity and respect each other's feelings, for example, when pupils make mistakes in giving an answer in plenary sessions, other pupils are empathetic and supportive.
87. The co-ordination of mathematics is currently shared between a teacher in Key Stage 1, who leads the co-ordination and the deputy headteacher who teaches in Key Stage 2. Both co-ordinators have had the opportunities to observe mathematics lessons throughout the school and to give feedback to their colleagues. They have been supported in this activity by the headteacher and the local authority's numeracy consultant. This monitoring, together with supportive feedback is having a positive effect on the quality of teaching in the subject. Each class has an adequate amount of resources for the subject and there are additional materials and equipment held centrally.

SCIENCE

88. Standards in science are in line with the national average at the end of Key Stage 1 and below average at the end of Key Stage 2. This judgement is based on lessons observed, work seen, teachers' planning and discussions with teachers and pupils during the inspection, but is broadly supported by the results of national tests in 2000. The school's intake is mostly below average and pupils attain as they should in Key Stage 1. However, progress slows in Key Stage 2 and by the end of the key stage both the most able and average pupils underachieve. Pupils with special educational needs make good progress as a result of the good support they receive during lessons and the understanding of their needs shown by Education Care Officers. The main reason that progress is unsatisfactory is that a detailed scheme of work has not been followed by pupils currently at the top end of Key Stage 2. Teachers' planning had been unsatisfactory and the curriculum lacked the content and skills that pupils need if satisfactory achievement is to be gained. This meant that able pupils were not sufficiently challenged and that average pupils were not given the necessary information to ensure good progress. The new primary school has recognised this and has in place a scheme of work to address the issue. Science has had a high priority in the School Development Plan. Progression in lessons seen during the inspection is satisfactory in both key stages and this will impact upon standards of attainment. The time allocation to science is satisfactory and the planned work meets the requirements of the National Curriculum. In Key Stage 1 work is planned as part of a topic and in Key Stage 2 science is taught as a discrete subject.
89. In all classes, teachers meaningfully involve pupils in practical investigations. The majority of pupils understand the basic principles of experimentation. Pupils make careful observations, and are satisfactorily developing the ability to evaluate scientific evidence and to make predictions. Pupils record in a variety of ways, and in ways appropriate to their age and ability.
90. Teaching is good overall and very good at Key Stage 1. As a result pupils learn well. The teachers show great enthusiasm and this ensures that pupils are fully involved in the lesson. Pupils are highly motivated and make a great deal of effort throughout the lesson. In a Year 1 lesson on magnetism the teacher effectively held the pupils' attention by demonstrating the power of magnetism with a "magnetic butterfly". This good start to the lesson ensured all the pupils were very keen to be involved in testing other materials. Pupils are able to test the materials sensibly and report their findings back to the whole class. Good use of scientific vocabulary by the teacher, examples of other magnetic games and focussed questions help

the pupils to make good progress in the lesson. More able pupils are extended by testing different metals to see if all are magnetic and questioned carefully about their results. Teachers prepare well and have a range of suitable resources to hand for experimentation. In Year 2 pupils investigate the movement of vehicles across different surfaces. A sheet to make recording easier is used and pupils can record using scientific method. Clear instructions and good demonstration by the teacher enable pupils to be successful in their investigation. The class are led carefully through the investigative process and this ensures that they develop skills of prediction, testing and evaluating. Good use of plenary sessions reinforces learning.

91. Teaching at Key Stage 2 is satisfactory, teachers prepare well and communicate the aims for the lesson to the pupils. Lessons begin with question and answer sessions which remind pupils of previous work and set the basis for the work in hand, this serves as a useful revision tool. Year 4 pupils can answer questions about the human skeleton and use correct scientific terminology for the human body. The use of time bonded targets in the lesson ensures a rapid pace, and pupils maintain concentration through written tasks. Presentation of work is satisfactory and opportunities for developing literacy skills are used to good effect. In Year 5 pupils work on the apparent motion of the sun and its effect on shadows. Experiments are conducted with enthusiasm and the class showed a keenness to see the workings of an orrery brought in by one of the pupils. Pupils' understanding of the interdependence of the planets in the solar system is enhanced by a very good display in the classroom. Year 6 pupils carefully conduct experiments into the effects of balanced forces. They discuss their results with each other and record them with good levels of presentation. Throughout the key stage pupils with special educational needs receive good support from Education Care Officers, in one class pupils were asked to repeat the teacher's instructions. This helped pupils to gain a greater understanding as to the requirements of the experiment. In the best lessons work was effectively differentiated but in others, with the exception of pupils with special educational needs, all pupils carried out the same task. This results in a lack of challenge for the more able pupils and inhibits their level of achievement.
92. Year 6 pupils can describe the function of the skeleton, but are unable to use confidently scientific names for the major organs of the body. Although they know the position of some of the organs they cannot describe their functions, nor do they understand relationships between each, for example that the lungs oxygenate blood that the heart then pumps around the body. They have a good understanding of habitats and are clear on the relationships in a food chain, being able to use terms such as predator, prey and producer. They can name basic parts of a plant, but did not recognise terms such as stamen. They are confident in classifying substances, and understand scientific terms such as evaporation and condensation. They can explain the differences between reversible and irreversible changes and give examples. They have a satisfactory understanding of electrical circuits and are confident about physical phenomena such as gravitational and magnetic attraction, friction and the apparent position of the sun.
93. In all lessons seen, strong and effective pupil management contributed to the quality of the learning environment. All teachers establish good relationships with pupils and this helps to promote positive attitudes to the subject. Pupils enjoy science, are well motivated, show curiosity, generally listen attentively and are interested in their work. Throughout the school pupils cooperate well with each other and contribute to class discussions. They use apparatus safely and with care. All pupils show a natural and productive curiosity for science.
94. The science co-ordinators provide satisfactory leadership and management, and have made a start in raising standards. Monitoring and evaluation of teaching and learning have started but are, as yet, insufficiently systematic and rigorous. Consequently there is not a clear perception amongst staff as to where improvement is necessary. A school policy statement, curriculum map and scheme of work for science is useful and well designed; they help teachers to plan, and will build learning step by step. The measures taken so far and the quality of teaching seen during the inspection will have a positive effect on standards of attainment. A useful assessment system has recently been introduced, and this is being used in some classrooms, this will enable staff to record pupils' achievements, but is

insufficiently detailed to assist teachers in setting targets for further improvement, Setting long term and short term targets for pupils will help staff to assess progress and ensure that all pupils achieve their potential.

95. The school makes good use of its local environment: the school grounds and local fields are regularly used. Pupils go pond dipping at Carsington and visit the science museum at Snibston. Resources are satisfactory, but some are old and in need of replacement.

ART AND DESIGN

96. Although lessons were only seen at Key Stage 2, teachers' planning and pupils' work around the building show that at both key stages standards in art are in line with those expected nationally. In some classes there is good work. In a Year 5 lesson, for example, pupils showed some skill in portraying the way light fell on the fruit they sketched. They learned how to look through a viewfinder and concentrate on sections of the objects they drew. Pupils' sketch book showed how their art skills have gradually developed. Similarly, in Year 3, pupils have acquired some skills in texture and tone whilst Year 6 pupils have a growing awareness in their recent work of colour, shape and pattern. In the library some landscapes in pastel and chalk show good colour and a sense of style. Some of the work in Key Stage 2, however, shows immature drawing. Art work in Key Stage 1 is now much less tied to topic work than it was at the time of the previous inspection and there is evidence that skills are now developed systematically. In Key Stage 2 the good work noted in the previous report on the junior school in observational drawing continues.
97. Pupils use a rather limited range of materials but experience a good variety of two dimensional work. There is currently no clay or other tactile work but Year 6 pupils in their lesson designed and made masks and head-dresses using leaf sketches. They made some exciting shapes, colouring and cutting very accurately to realise their ideas. This lesson also brought gains in English as pupils discussed ideas in pairs and groups.
98. In classwork at both key stages the work of pupils with special educational needs is greatly helped by ECOs. The high level of support means that these pupils can take a full and interested part in all the work. This in turn helps the teachers and the other pupils in the class.
99. Pupils' achievements demonstrated by the art work in pupils' books and on display reflects very competent teaching and in some classes it has flair. In the Year 5 lesson seen, for example, the teacher's own skills and knowledge were well used to show pupils how to look at objects to draw and shade them in an artistic way. Year 3 work also showed the same kind of art skills. Teachers' general expertise helps. In the lessons seen they organised well planned activities effectively and managed their pupils very well. This allowed pupils to concentrate and produce their best work. Pupils are led to think about what they are going and what the artistic result will be. They can thus explore and develop their ideas. They enjoy their art work and concentrate on the task in hand. This in turn helps the standard of work produced and gives pupils more confidence to experiment. The pupils make good progress in art and their achievements are in line with those expected for their age.
100. The subject policy document and scheme of work have been recently re-written using many ideas from the Qualifications and Curriculum Authority Schemes. The school has recently introduced a new system of assessment. Every pupil from Year 2 to Year 6 will produce a "Visual Diary". These have made an especially good beginning in Year 3 but are less well developed in some other classes. The co-ordination of the subject is satisfactory. Art has yet to be high profile in the School Development Plan and therefore monitoring of teaching has not yet taken place. Resources for art are satisfactory. There are currently few links with ICT but the new computer suite offers many possibilities.

DESIGN AND TECHNOLOGY

101. Due to timetabling arrangements it was not possible to observe any lessons, therefore judgements are based on teachers' planning, work seen, displays, resources and discussions with both staff and pupils. Not enough information was collected to make an informed opinion on standards.
102. Discussions with the co-ordinator for the subject show that policies used by the schools prior to amalgamation are still in place, but that the subject has a high profile on the School Development Plan. The curriculum framework lays out an outline programme of work for both key stages. A new policy and scheme of work will be put together shortly, which will provide the basis for planning and ensure full coverage of the programme of study. Although at present there is no annual allocation of funds to the subject, it is intended that there will be. The allocation, along with the results of a resources audit yet to be completed, will help to improve on the current level of resources which is inadequate. The co-ordinators for design and technology are clear about what needs to be done to improve the delivery of the subject.
103. Currently assessment is left to individual teachers through their own observations. An agreed whole school procedure on assessment in design technology will help to establish good practice in judging work and enable staff to be better informed about levels of attainment.
104. Year 1 pupils make figures that move using card and paper fasteners, and Year 2 pupils use recyclable materials to create impressive vehicles; and have been making chocolate crisp. The school's timetable reveals that no design technology is taught in Key Stage 2 in the Autumn term. There was, therefore, little evidence of work completed in school during the inspection. Year 3 pupils are studying packaging, and have created an attractive display in their classroom. Artwork on packets has been considered and further investigation of the construction of packets will lead them to designing their own. Work in Year 4 books indicated that they had been designing chairs and fabric money containers. From the designs pupils can make the container from fabric working to the pattern they have made. The making of bread has been undertaken in Year 5, and Year 6 pupils design and make masks and headbands from a pattern provided. This work shows that the pupils are developing skills in design and technology, that they can record their work accurately and have started to evaluate their results.

GEOGRAPHY

105. Attainment in geography is in line with national expectations at the end of both key stages. These judgements are based on lesson observations, scrutiny of pupils' work, photographs, teachers' planning and discussions with staff and pupils. Throughout the school pupils are generally progressing appropriately with some examples of high quality learning in Year 5. Pupils with special educational needs are making good progress and achieve appropriate standards for their abilities.
106. Behaviour is good and sometimes very good. Pupils generally concentrate on their work and enjoy their activities. Pupils are encouraged to consider global and environmental issues. They have a positive and constructive attitude to the subject. Older pupils are able to listen attentively to each other and accept others' points of view.
107. Teaching seen at Key Stage 1 is good. Using an island constructed to represent Struay from "Katie Moray and the two Grandmothers" pupils are able to offer opinions and reasons as to why particular facilities, for example the post office and the jetty, are sited where they are. Pupils readily take part in the discussion and make good progress because they are able to see the issues involved clearly on the model of the island. The use of the book as a stimulus provides good links to literacy. Investigative questioning techniques challenge the pupils to

identify the vehicles used on and around the island and then compare them to those seen locally. Follow up work is differentiated and makes appropriate demands on more able pupils. Pupils produced good quality illustrations during time limited tasks and contributed fully to the plenary session.

108. Teaching at Key Stage 2 is satisfactory overall with some very good examples. Lessons are good and pupils make good progress, attaining highly, when the planning is clear and backed up with good subject knowledge. An example of this was seen in Year 5 where pupils play a dice game to reinforce compass directions, pupils understand that the result of the game is down to chance and this knowledge is developed by the teacher using effective questioning techniques. Pupils demonstrate that they work well together, making very good use of resources. They are able to share around the tasks necessary in practical work so that all pupils have an even share to do. In Year 6 very good use was made of information downloaded from the Internet. Pupils could read information about mountain temperatures from a chart and transfer it onto a graph. Graphs were drawn accurately but pupils found it difficult to interpret the information. The type of graph used made it difficult for the pupils to obtain information or ascertain trends, and did not reflect what the temperature was actually doing. More consideration needs to be given to ensuring that appropriate graphs are used.
109. A good example of progression in the curriculum can be seen in the school's approach to mapwork: in Reception pupils make 3D maps which they use to develop their understanding. Year 2 pupils carry out mapwork exercises in the school grounds, older pupils experience map and compass activities on Masson Hill, and Year 6 pupils have the opportunity to complete an orienteering course.
110. There is a policy and scheme of work which help to raise standards and thought has been given to assessment evidence in Key Stage 1. This is a useful tool and should be developed throughout Key Stage 2 as well. Information and Communication Technology is regarded as an excellent way of accessing information and its use will greatly enhance the provision of geographical facts and knowledge. Good use is made of the immediate local environment and further afield, for example, Masson Hill, Matlock Moor and the Derwent Dams, and visitors to the school enliven the curriculum. Recent visits include talks by the Countryside Rangers on conservation and geology. Resources are satisfactory for the teaching of geography.

HISTORY

111. Pupils' attainments are in line with national expectations and they make good progress. Pupils with special educational needs make good progress also and are well supported by Education Care Officers. By the age of seven pupils know something of how the present differs from the past. They compare and contrast old and new toys. Pupils are able to use their own experiences to illustrate their work, for example one pupil, when looking at an old pram talked about the similarity with his baby brother's cot. Pupils know and use correctly the terms older and newer. By the end of Key Stage 1 they begin to show understanding of the ways in which we find about the past. They refer to artefacts and photographs when talking about their work.
112. By the time they reach the age of eleven the pupils have studied a range of historical periods. They have gained an appropriate historical knowledge and understanding and they are able to research materials and record their observations. Pupils in the Year 4 class were put in the position of being a historian. They were given information about Boudicca and each drew a picture of her. They compared some of their drawings and began to realise that people and events can be interpreted differently. This task followed one which involved the class observing an event that took place in the playground from which they had to write their own account. The accounts all varied. Discussion took place about the differences and this helped to begin a debate about the interpretation of events.

113. Pupils in the Year 3 class are currently studying Ancient Greece. In the lesson observed a group of pupils had pictures taken from different artefacts, one was the photograph of a bowl with pictures of soldiers, another was a photograph of the statue of a soldier and the third was a picture in a book which had been drawn by an artist. The group of pupils discussed which picture gave them the best information. They concluded that the more pictures or artefacts they had the better the chance they had of building up a true representation of soldiers in Ancient Greece.
114. The quality of teaching is satisfactory in Key Stage 1 and it is good at Key Stage 2. Teachers prepare resources well and ask questions that promote learning and they maintain a high level of interest and motivation in the subject. Relationships between teachers and pupils are very good. Pupils are confident that their contributions will be valued positively. They are well managed by their teachers and a good working atmosphere is established in the classrooms. In the best lessons there is good pace and a variety of stimulating activities.
115. Resources for the subject are limited but all are well used. Teachers' planning ensures that the National Curriculum requirements for the subject are met. The assessment of pupils' progress is currently the responsibility of individual teachers. The subject is jointly co-ordinated by the headteacher and a teacher in Key Stage 2. At the moment the co-ordinator does not have the opportunity to monitor the quality of teaching. This is included in the School Development Plan and it will provide an opportunity to spread the good practice which is already evident in the school. Resources for the teaching of history are satisfactory.

INFORMATION COMMUNICATION TECHNOLOGY

116. Since the time of the previous inspection of the junior school resources for information and communication technology advanced slowly until very recently. At the beginning of the present term a new computer suite opened. This fine resource has made available a large number of new and powerful machines in an excellent setting. The software now possible will allow substantial advances in the work pupils do, addressing a criticism of the last report.
117. Currently, standards of work in Key Stage 2 are below the nationally expected level and pupils have not had the experiences in using ICT needed to meet the targets of the National Curriculum. In the lessons seen pupils have made good a beginning. Teachers need to ensure that sessions in the ICT suite are well timed and paced and that pupils can use all their time in the suite effectively and profitably. Three lessons seen did this, one did not. Some good work continues on classroom machines as in Year 5 art lesson where pupils used the Viewfinder program fluently. Year 3 pupils can change fonts and font sizes for example and many Year 6 pupils have grasped the idea that they can use different fonts to arrest the reader's attention. Year 5 are beginning to understand the power of spreadsheets and how these can be used to perform calculations and sort information. There is at present very little evidence in pupils' books of computer based work across the curriculum except for some word processing. However, Year 3 have begun to use computer to help design the wording on the cereal boxes they are to make as part of their design technology work.
118. In Key Stage 1 pupils continue to make the sound progress noted in the previous report. Year 1 pupils are clearly familiar with a reading program and in a Year 2 literacy lesson pupils took turns to rehearse spellings using a simple program. Machines in classrooms, however, have become less able to cope with newer programs and the school needs to update these to accommodate the software now available.
119. Pupils are excited about the new computer suite. In all classes except one they settled to work and maintained concentration at the machines. The majority are not afraid to experiment and almost all have learned many basic procedures quickly and securely. Only in one class where pupils had no alternative work when one of each pair had completed the immediate task did their attention wander and behaviour become less than satisfactory. In all the lessons

seen pupils with special educational needs took a full part working with their helpers. There are, as yet, no links into history and geography through programs such as Encarta and more use should be made of computers to tabulate and use data in science.

120. With one exception, where a Key Stage 2 lesson was not well thought out, teaching is good. Teachers plan the work and manage pupils very well. Pupils are able to concentrate and get on with the task in hand. Their rate of learning is therefore good. These tasks are well matched to pupils' current level of skill and understanding. Teachers urge pupils to think about what they are doing and the results they obtain. Both Year 3 and Year 6 for example considered the impact of the type faces they chose for their work. The art work in Year 5 brought careful consideration from the pupils who used the program.
121. The range of work at the moment is narrow but the new equipment should make possible a rapid broadening of experience for all the pupils. The school has rightly identified staff training in the use of the new resources as a priority. The co-ordinators for the subject have a clear view of things that need to be done to ensure that ICT takes its rightful place as a core subject of the curriculum.

MUSIC

122. No music lessons were seen and a full judgement on standards in music is not possible. In a Key Stage 2 assembly and in the Key Stage 1 hymn practice pupils sang with some enthusiasm. Their singing skills are at a similar level to those of most primary school pupils and pupils sing in pitch and listen to the guitar accompaniment. The hymn practice revised songs for assembly and pupils became better through becoming more familiar with them but the session did not take forward pupils' singing skills. The teacher organised both hymn practice and assembly well and, despite some pupils being a little restless, kept them all on task and concentrating. Pupils with special educational needs were well involved.
123. There is no evidence around the school that pupils have used music as a stimulus for writing or art work. In the Reception class and the Nursery children listen to music and sounds on tape in a good preparation for later listening in Key Stage 1. Similarly, no pupil compositions were heard or seen in any form of notation. Pupils have taken part recently in two major events with the receiver secondary school. Pictures show a large scale production involving many pupils in an exciting musical experience.
124. The school policy document and scheme of work are out of date but their revision is in the school long term development plan. There is ample music equipment in terms of instruments but many are old and the collection needs some larger better instruments especially to attract older pupils into music making. The school has not been able to address the lack of instruments from non-European cultures mentioned in the report on the Infant School in 1997. Similarly, the school still needs a system of assessing and recording pupils' progress in music so that teachers can plan work with their needs in mind. The time allowed for music is barely enough for pupils to gain a full understanding of music as outlined in the National Curriculum. The co-ordinators for the subject are aware of the deficiencies and when music becomes a high profile in the school's development plan the weaknesses will be addressed.

PHYSICAL EDUCATION

125. Attainment at the end of each key stage matches national expectations. During the inspection, inspectors observed games, dance and motor skills lessons. In games activities, pupils control their movements well, handle appropriately a range of equipment and demonstrate a good range of skills. They can collect and handle games equipment sensibly and safely. In small group games pupils achieve a satisfactory standard. They use the small equipment in a controlled way and develop a range of effective ball handling and throwing

skills. Most are able to catch, control and pass balls at a level appropriate to their age. Most pupils make at least satisfactory progress, building on previous experience to better their performance and skills. Most pupils perform well in dance and respond appropriately to stimuli.

126. Pupils have good attitudes to their physical education activities, pupils at Key Stage 1 are very enthusiastic yet show good self discipline. They enjoy lessons and concentrate on their learning. They follow instructions and try to improve their performance and response. Most pupils practise sensibly and work well both on their own and also in co-operation with others. Key Stage 2 pupils are able to maintain concentration on the task and work hard to achieve success for their team.
127. The quality of teaching was good in both key stages. Teachers plan and prepare lessons well, with clear objectives for the pupils' learning. Teachers provide a good range of resources, give clear directions and make teaching points during the lesson. In the best lessons they make effective use of demonstration by pupils to show skills to be practised. However, there are not enough opportunities provided to enable pupils to evaluate their own performances and identify ways to improve. The pace of lessons is good and in most cases suitable warm up and cool down exercises are followed. In all lessons teachers demonstrate very good pupil management and control, and show a confidence in the subject. Opportunities to reinforce moral and social development are taken full advantage of, especially in Key Stage 1 lessons.
128. The school provides the pupils with the opportunity to learn to swim at the local pool. There are suitable outdoor facilities, but the school hall is very cramped. The conditions prevent pupils from reaching satisfactory levels of achievement, so it is therefore, unsatisfactory for the teaching of indoor physical education lessons, particularly gymnastics. Resources are satisfactory. The school follows the Derbyshire scheme of work for physical education, which ensures good coverage, and benefits from the TOPS scheme. The curriculum is enhanced by visits from Chesterfield Football Club coaches. School teams are entered in local events for football, netball, tag rugby and swimming. The school reached the regional final for kwik cricket in 2000. The co-ordination of the subject is good. Both the co-ordinators ensure that all staff are given appropriate support.

RELIGIOUS EDUCATION

129. Overall provision is satisfactory and meets the expectations of the current Locally Agreed Syllabus at the end of Key Stage 2. No teaching was seen in Key Stage 1 but evidence collected suggests that expectations of the Agreed Syllabus are being met. Judgements are based on lessons observed in Key Stage 2, work scrutiny, teachers' planning, photographic records, display and discussions with staff and pupils.
130. Teaching in Key Stage 2 is mainly satisfactory, but one unsatisfactory lesson was observed. In the unsatisfactory lesson too little use was made of the good quality artefacts which were available in the classroom. Many of the children were expected to draw and write about items special to a Buddhist, without actually being able to see them. As a result the quality of their work was poor. The lesson lacked challenge or pace, therefore the pupils made little progress within the lesson. In the satisfactory lessons resources were used to good effect, in one lesson pupils were told about the importance of Shabbat to Jewish people and then working in pairs they classified forbidden jobs into various categories and compared them to jobs done today. In another pupils listened to the parable of the "Good Samaritan" and then responded to the question of how to be a good neighbour.
131. In all Key Stage 2 lessons it was apparent that the organisation of the timetable has a detrimental effect on the quality of lessons. The lessons are in 30 minute slots at the end of an intensive morning and in lessons observed there was insufficient time to appropriately develop the theme. Little time is available for discussion and lessons end in a very rushed

plenary which fails to achieve its goals. This arrangement undervalues the importance of religious education, and in some cases the pupils become unmotivated and uninterested.

132. Scrutiny of work reveals that Year 4 pupils have looked at a Hindu shrine, family trees and rules for living, for example, the Ten Commandments. Year 6 pupils have written some good descriptions of Mohammed's life which are mounted in an attractive display in the classroom.
133. It can be seen from photographic and work records that Nursery and Reception children and Key Stage 1 pupils have covered work on religious festivals. Hannukah, Divali and Advent have been studied in a practical way, for instance, dressing up in suitable clothes and making appropriate food. Reception children have created a good display of stained glass windows using tissue paper. Year 2 pupils write prayers to display in the classroom.
134. Resources for learning are good and include a range of artefacts (representing the religions and festivals studied), dressing up clothes, books and jigsaws. The local environment is used, and visits made to churches of various denominations and there is a link with a multi-cultural urban school.
135. The co-ordinators are keen to develop the subject, and when religious education becomes a high profile in the School Development Plan the co-ordinator will develop a programme to monitor the quality of teaching and learning in order to support teachers with the delivery of the religious education curriculum and establish a system of assessment to support pupils' learning in religious education. The school needs to address the timetabling arrangements in Key Stage 2 to ensure that there is adequate teaching time for the subject.