

INSPECTION REPORT

WINSTER C of E PRIMARY SCHOOL

Matlock

LEA area: Derbyshire

Unique reference number: 112863

Headteacher: Mr A W Fargent

Reporting inspector: Mr J G F Parsons
22546

Dates of inspection: 1st to 3rd July 2002

Inspection number: 245909

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Mixed
School category: Voluntary controlled
Age range of pupils: 4-11
Gender of pupils: Mixed

School address: Wensley Road
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Matlock
Derbyshire
Postcode: DE4 2DH

Telephone number: 01629 650238

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Appropriate authority: The governing body

Name of chair of governors: Mr J Geddes

Date of previous inspection: 23rd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J G F Parsons 22546	Registered inspector	Foundation Stage English Information and communication technology Art and design Physical education Religious education	What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mr L Kuraishi 11450	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs K Rawson 21534	Team inspector	Equal opportunities Special educational needs Mathematics Science Design and technology History Geography Music	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winster is a very small rural primary school situated in the village of the same name near Matlock in the Peak District. The school serves this village and the surrounding area. Employment is high and parents have a wide range of occupations from low paid work to management roles. The school is smaller than it was at the time of the previous inspection. There are 40 pupils on roll aged between 4 and 11 years. The attainment on entry varies greatly but is mainly average. Most children have some pre-school experience before joining the reception class. The proportion of pupils eligible for free school meals at approximately 13 per cent is average, but the overall trend has been rising. There are 18.4 per cent of pupils on the register for special educational needs, very few have Statements of Special Educational needs. More than half are on the later stages of the Code of Practice¹. There are no pupils from minority ethnic groups or who have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school and offers good value for money. Major factors in the school's development are:

- improved quality of teaching and development of support staff;
- improved leadership and management procedures;
- improved curriculum and assessment procedures;
- additional resources.

What the school does well

- Children in reception classes make good progress and achieve or exceed the expectations for their age.
- Attainment in English is good across the school especially in reading and writing in all subjects and standards in information and communication technology are very high.
- Quality of teaching and learning is good overall across the school and basic skills are well taught.
- Pupils have a good attitude towards school and develop very good relationships.
- It has developed a very strong partnership with parents, which has a positive impact on standards.
- It is well led and managed by an enthusiastic and committed headteacher and staff supported by an active governing body.

What could be improved

- Assessment is not used to track individual pupils in all subjects and set appropriate targets.
- Gifted and talented pupils are not identified sufficiently early and higher attainers are not always sufficiently challenged in lessons.
- The quality of music teaching is variable.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998. Since the previous inspection the school has improved the arrangements and teaching of the Foundation Stage and children frequently achieve or exceed the standards expected for their age. The majority of pupils by Year 2 are working at the level expected for their age in all subjects. Standards in information and communication technology are high across the school.

Improvements in areas identified as weaknesses in the previous report are:

- the successful adoption of the National Literacy and Numeracy Strategies and the national guidance for all other subjects;
- significant improvement in the standards of reading and writing across the curriculum and increasing pupils' knowledge of books and authors through an increased range of both fiction and non-fiction books;

¹ Code of Practice-this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development.

- the use of a nearby hall has improved the arrangements for physical education;
- the governors are more fully involved in the life of the school;
- assessment procedures to track pupils' progress have been improved, especially in English;
- the organisation of small teaching groups has had a positive impact on standards.

STANDARDS

It is important to take into account the fact that the number of pupils who take the national tests is very small and this makes the comparison of statistics below unreliable.

Standards are as follows:

- by the end of the Foundation Stage² the few children in this group have achieved and frequently exceeded the majority of early learning goals³;
- in the 2001 national tests for Year 2, pupils achieved standards above the national average for reading, well above for writing, average for mathematics and well below in science; compared with similar schools the results were the same for all subjects;
- in the 2001 national tests for Year 6, pupils' standards were well below average in English, below in mathematics and well below in science; compared with similar schools the results were the same for all subjects;
- the inspection found that the tests were not representative as so few pupils take them and there was a high proportion of pupils with special educational needs in Year 6;
- the majority of pupils by Years 2 and 6 achieve standards in English, mathematics and science that are at least in line with the national average, but reading and writing across all subjects were above the standard expected for their age; on occasions, high attaining or gifted and talented pupils are not sufficiently challenged leading to fewer pupils achieving the high levels on the national tests.

Standards have been rising across the school because of:

- the successful implementation of the National Literacy and Numeracy Strategies;
- the effective grouping of pupils to reduce the age and ability spread;
- the increase in resources for reading and writing in terms of additional fiction and non-fiction books;
- improved assessment procedures, particularly in English, and the setting of challenging targets for pupils;
- information and communication technology is of a high standard across the school because of improved resources and teaching.
- standards in all other subjects are in line with those expected for pupils' age in:
 - art and design;
 - design and technology;
 - history and geography;
 - religious education;
 - physical education by Year 2;
 - the exception is music, pupils' standards are below expectation due to the variability of teachers' subject knowledge;
 - no firm judgement can be made about standards in physical education at Year 6 as none was seen except for swimming, which was of a high standard.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and enjoy school.
Behaviour, in and out of classrooms	Good. The great majority of pupils behave well in and around the school.
Personal development and relationships	Very good. This small school operates as an extended family and relationships between pupils themselves and between pupils and staff are very strong.
Attendance	Satisfactory. It is in line with the national average.

² The Foundation Stage begins when children reach the age of three and ends at the end of Reception class

³ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is good across the school and occasionally very good. Only rarely is it less than satisfactory. Teachers manage their pupils well and lessons are carefully pitched to ensure appropriate challenge. Gifted and talented pupils are not identified and, on occasions, higher attainers are not sufficiently challenged. However, the policy of allowing higher attainers to join an older group to work is effective. Particularly noticeable were the high levels of concentration that were evident even with the youngest pupils because of the well-planned lessons and good teaching. The full adoption of the Foundation Stage curriculum and training in the National Literacy and Numeracy Strategies has improved teaching and learning. Modifications made to lesson planning in English have in particular enabled reading and writing across all subjects to reach a high standard. The support of well-trained teaching assistants makes a significant contribution to teaching and learning especially in reception. Teachers' use of assessment in English, geography and information and communication technology to track and set targets for pupils individually has been effective and is raising standards; in other subjects assessment is less well developed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The concentration on literacy and numeracy, together with the full range of National Curriculum subjects, gives a well balanced and relevant curriculum, which complies with statutory requirements.
Provision for pupils with special educational needs	Good. The arrangements for pupils with special educational needs give them good support and enable them to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Pupils show good social and moral development. The good teaching and high level of awareness of pupils both morally and socially has an appropriate impact upon their spiritual development. Cultural development is satisfactory. However, pupils are not fully aware of the multicultural nature of British society.
How well the school cares for its pupils	Satisfactory overall. Arrangements for child protection are good. Teachers know their pupils well, but except for English, geography and information and communication technology the use of recorded data to track pupils' progress to inform future planning is underdeveloped.
How well does the school work in partnership with parents	Very good overall. The quality of information for parents is satisfactory. The very good informal contacts, involvement of parents in school and the very strong contribution of parents to children's learning leads to them holding the school in excellent regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The leadership and management of the headteacher have enabled the school to raise standards. Teachers and teaching assistants in this very small school work closely together.
How well the governors fulfil their responsibilities	Good overall. The chair of governors works very closely with the headteacher and the governors hold the school and the headteacher to account.
The school's evaluation of its performance	Good. The school monitors both teaching and learning effectively and this enables it to provide suitable staff training to improve the quality of teaching and learning.
The strategic use of resources	Good. The careful husbandry of resources by the governing body enables the school to use them effectively and efficiently and address all the items raised in the recent audit. Appropriate use is made of the principles of best value.
The adequacy of staffing accommodation and learning resources	Satisfactory overall. Teachers' participation in a wide range of training has improved the quality of teaching and learning. Accommodation is cramped for Years 3 to 6 and the lack of a hall affects the provision especially for physical education. Learning resources are good, especially in information and communication technology. The school offers good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 38 questionnaires sent out and 26 returned (68.4 per cent). There were seven parents at the meeting held by the Registered Inspector for parents and carers.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> All parents and carers agree that their children like school that they make good progress and behaviour and teaching are good. They all agree that they would be comfortable approaching the school, that it has high expectations, is well led and managed and has a good range of activities outside of lessons. Most consider that the school works closely with parents and helps their children become mature and responsible. 	<ul style="list-style-type: none"> A few parents do not agree that their children get the right amount of homework or that they are kept well informed about progress.

The inspectors agree with parents' positive views. They consider that the range and quality of homework and information about their children's progress are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A very small number of children enter school each year. Children's standards on entry are judged as mainly average, but this varies from year-to-year depending on individual children's standards. They make good progress overall and, by the end of the Foundation Stage in reception, they achieve the early learning goals expected of them. At the late stage of the school year when the inspection occurred, most children were operating at early Year 1 level.
2. There are no pupils from minority ethnic groups or who have English as an additional language in the school. It is important to point out that the group of pupils taking the national tests each year is so small that comparison of the school's performance against the national average is unreliable because each pupil represents many percentage points both at Year 2 and Year 6.
3. In the 2001 national tests for Year 2, pupils' standards were above the national average in reading, well above in writing and average in mathematics, both when compared nationally and to similar schools. Teacher assessment in science indicates that standards were well below the national average. In the 2001 national tests for Year 6, pupils' standards were well below average in English and science and below in mathematics when compared nationally and to similar schools.
4. The inspection found that by Year 2 and Year 6, standards in all subjects that are tested nationally are at least in line with those expected for pupils' ages and that the school is good at ensuring that the majority of pupils achieve at least average standards. In particular, the standards of reading and writing are above expectations across the school. This is as a result of:
 - the modification of the National Literacy Strategy to suit this school's mixed-age situation;
 - the use of assessment procedures to identify higher attainers;
 - setting appropriate targets that challenge all pupils.In other subjects, these procedures are less well developed and it means that higher attainers do not always achieve the standards of which they are capable. In the Years 3 to 6 class, for example, pupils are given work to extend their capabilities in mathematics if they are higher attainers and this is successful to an extent. However, analysis of mathematical work shows that they do not investigate and devise their own strategies for working out problems sufficiently, which limits the development of their mathematical thinking.
5. Standards across the school have been rising because of the successful implementation of the National Literacy and Numeracy Strategies. In the reception to Year 2 class, after an initial introduction to the whole class by the teacher, the reception children are invariably taught by an experienced and effective assistant. She is briefed effectively and pitches work appropriately to the Foundation Stage curriculum. The teacher works effectively with a small group of pupils in Years 1 and 2. In the Years 3 to 6 class, the Years 3 and 4 pupils are taught by a part-time teacher for part of the week to enable those in Years 5 and 6 to be taught by the class teacher. These arrangements are effective at raising standards by overcoming the potential disadvantages of a very small school through ensuring the age and ability range taught is not too broad.
6. By Year 2, in the mixed-age class, pupils speak well and listen carefully to the teacher and her assistant, responding in sentences to the teacher's questions. Pupils write using

pencils and most have clear joined handwriting by Year 2. Reading and writing are above the level expected for their age and this applies across the curriculum. They write legibly and there are clear expectations that they should spell correctly. Pupils enjoy the work and are reluctant to leave it unfinished. They read at a good level. All pupils are carefully taught various ways of reading new words and this contributes significantly to the good reading by Year 2.

7. In English, the analysis of pupils' work and observation of lessons show that standards in reading and writing are above those expected for their age. There is a good range of writing across the curriculum. Good development of pupils' skills in writing were also shown in building on the structure of telling a story and the use of adjectives to make it exciting. The majority of pupils read to a good standard and some read very well. Enthusiastic parents frequently reinforce an interest in books and reading at home. Less evident by Year 6 were opportunities for pupils to express themselves in front of a large group, learning to modulate and pitch their voices and pace of speech correctly for different situations. However, the school indicates that these opportunities do occur. Certainly in discussion with each other and teachers, these older pupils often appeared animated and articulate.
8. In mathematics, by Year 2, pupils show good mental agility in oral work. They are responsive and eager to answer questions and work is appropriately modified to extend pupils of differing prior attainments. By Year 6, pupils learn the concepts of mean, median and mode when using sequences of numbers. This is topically linked to World Cup football to make it interesting. A group was taken out for extension work during a Year 6 lesson to further develop their mathematical skills with extension work.
9. In science, pupils achieve standards that are average for their age across the school. Pupils develop an understanding of fair testing and, for example, some accurately determine by Year 6 whether there would be a residue left after filtering or evaporating the liquid. Most pupils showed the level of understanding expected for this activity. However, few showed the skills that might be expected of a higher attainer, for example explaining why things might happen under a set of certain given circumstances.
10. The quality of work in information and communication technology is a particularly strong feature. The very high standards achieved in all aspects of this subject mean that pupils use computers independently from an early age. The high quality and extensive range of word-processed work and the illustration of aspects of various subjects, such as mathematics and science, with graphs and tables is testament to this.
11. There is insufficient evidence to judge standards in religious education by Year 2 as most work is oral and no lessons were seen. By Year 6, standards meet those expected for pupils' age on the locally agreed syllabus.
12. Pupils with special educational needs achieve well and make good progress. More than half are on the later stages of the Code of Practice⁴, which accounts for the low results in the 2001 national tests at Year 6. There is good support from the teacher or teaching assistant and these pupils benefit from being in relatively small groups. The good use of assessment to set targets in English has enabled the school to ensure that higher attainers in reading and writing are given work appropriate to their needs, leading to good overall standards in these aspects of English. Another good feature that takes advantage of this small school situation is that higher-attaining pupils sometimes work with older pupils in some subjects to give them greater challenge.

⁴ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

13. There has been an improvement in the standards of reading and writing since the previous inspection. These are now above average across the school due to good teaching and improved assessment. Use of the village hall for gymnastics and the Years 3 to 6 classroom for younger classes, together with good teaching, ensure that pupils achieve standards in physical education that are similar to those expected for their age by Year 2 and this is an improvement from the previous inspection. A high-quality swimming lesson was seen for the Years 3 to 6 age group, but no gymnastics, dance or games lessons were seen due to the timetable for inspection. No firm judgement can be made for overall standards in physical education by Year 6. The high quality teaching by a visiting specialist, improved skills of teachers and assistants and very good range of computers means that pupils achieve very well in information and communication technology. Standards are above those expected for their age. Standards meet those expected for pupils' age in art and design, design and technology, geography, history and religious education. Standards in music are below average because of the variable subject knowledge of teachers.

Pupils' attitudes, values and personal development

14. All parents agree that their children enjoy coming to school and develop very good attitudes to learning. Pupils of all ages show a great interest in the wide range of activities made available and they value their own achievements and those of others. Behaviour is mostly very good and most pupils are very respectful and considerate towards each other. Some older girls are reticent in responding to teachers' questions with confidence and defer to the boys. Overall, relationships between all in the school community are very good. The school has maintained good behaviour and very good relationships since the last inspection. Pupils' attitudes to the school remain very good and this is one of the strengths of this caring community school.
15. Pupils are well motivated and have very good attitudes to learning. This makes a strong contribution to the good progress they make and the standards they achieve. Pupils love learning and respond eagerly to the challenges teachers set them. They are particularly keen on learning when their teacher combines a fast pace and high level of challenge with positive dialogue and caring support for lower-attaining pupils. Pupils in the swimming class excelled when their teacher skilfully set high targets for higher-attaining pupils, who are achieving levels well above their age.
16. Pupils' attitudes to learning and their behaviour in class are linked directly to the quality of teaching. For example, in the reception to Year 2 class pupils listen very attentively, stay on task for extended periods and are very keen to participate in all lessons. Pupils love getting the right answers. This high level of concentration has a positive effect on their learning. In most lessons, teachers share the objectives with pupils, who respond in a mature way and pay very good attention to the learning outcomes. In lessons where pupils are not given this opportunity, the level of concentration and attitudes are adversely affected. The most striking feature of pupils' attitudes to learning is the way they collaborate and help each other when they are working. In a Years 5 and 6 design and technology lesson, a pupil asked for and promptly received help from a higher-attaining pupil with putting a border around the finished work. This enabled the lower-attaining pupil to make progress. The collaborative attitudes have a positive influence on pupils' confidence and eagerness to learn.
17. The behaviour in lessons and around the school is good. Pupils are extremely polite to each other and to adults. They can be relied on to carry out required tasks without prompting and they handle books and equipment carefully. At break-times, pupils engage in a range of activities, some of which are boisterous but very good-natured. Through the supportive behaviour policy, pupils learn quickly the behaviour that is expected of them. As a result, they take turns to share and resolve their differences without using physical

force or angry words. Boys do not disparage girls, who are in the minority, or peers who are less articulate or able.

18. Pupils respect their school and respond to the environment by taking care of resources and the school property. During assemblies, pupils enter the hall quietly. They sit sensibly and listen to the adults with respect and concentrate on what is being said. Mutual respect and decent behaviour are very noticeable features of the school. There have been no exclusions for inappropriate behaviour. Pupils of different gender, ability and age work happily together, learning naturally about each other's points of view.
19. Very good relationships between pupils and adults ensure positive personal development of all pupils. The staff, who are members of the local community, know pupils well, understand their needs extremely well and know when to support to develop their independence. As a result, pupils grow in confidence and develop self-assurance. They make sensible choices and respect differences from others' views. Pupils respond well to the responsibilities that are provided for them within the school and take the initiative willingly when they have the opportunity.
20. Relationships throughout the school are very good. This helps everyone to cope with some day-to-day inconveniences that arise, such as cramped working space in the Years 3 to 6 classroom. They know that other pupils and staff will value their efforts for behaving sensibly. Pupils have a good understanding that other people's beliefs may be different from their own.
21. Parents confirm that their children like to come to school; therefore, they arrive punctually for lessons and both sessions start promptly. Attendance has declined slightly since the last inspection and is now below the national average.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching is a significant strength of the school and is one of the most important factors in its effectiveness. Teachers create a warm, welcoming and secure environment in which pupils can readily learn. Teaching was very good in 18 per cent of lessons seen and good in 58 per cent. It fell below satisfactory in just 6 per cent of lessons. This is a similar standard to the previous inspection when teaching was also regarded as good. Good teaching is spread evenly across the school and means that children in reception and pupils in the infant and junior classes benefit from consistently good teaching. This represents an improvement on the previous inspection where the provision for children aged under-five was considered inadequate. The school's adoption of the Foundation Stage curriculum has addressed this area for development.
23. Children in the reception group benefit from the teacher's knowledge and understanding of this age range and activities are tailored to suit their needs. A well-briefed and knowledgeable teaching assistant leads many activities for the reception children. This ensures that they have ongoing attention throughout the day. The strategies for ensuring children's positive behaviour both by the teacher and other adults are very good. This is a contributory factor to the way in which they develop well socially.
24. All teachers have a good knowledge and understanding of the majority of curriculum areas. They plan lessons well, taking into account the wide age and ability range in each class. They inspire pupils and make knowledge relevant to all ages. Planned lessons are taught in lively and stimulating ways and pupils, even those who are inclined to show inappropriate behaviour, are won over and participate fully in the lesson. In a very good science lesson with reception to Year 2 pupils, the teacher used a practical approach very effectively to show pupils how substances are changed when they are cooled or heated. This well-planned lesson had a range of materials, including ice blocks and ice-cream from

the freezer, chocolate buttons, lard, butter and carrot, to show which materials melt and which do not. Pupils predicted the results accurately and the dialogue with the teacher developed pupils' understanding of what was happening. In a good mathematics lesson for Years 3 to 6 the teacher overcame some boys' low-level challenge at the beginning of the lesson by increasing the pace and involving the pupils concerned in mental agility exercises when they added numbers to find the average. The sharing of the lesson objectives is a feature of most good lessons so that pupils are clear what they have to do and what levels of achievement are expected. This contributes to a brisk rate of working. In less successful lessons, objectives were about the process of the lesson rather than what should have been achieved by the end of it.

25. All lessons have a lively hum of concentrated activity as pupils work hard to meet teachers' expectations. Only occasionally do a few of the oldest boys show low level, inappropriate behaviour, mostly aimed at irritating each other rather than challenging the teacher. However, this is well managed and rarely do these pupils have an impact on the learning of others. Frequently, the teacher will involve them skilfully in the lesson. The youngest children in reception maintain interest for long periods of time due to the well-planned lessons, the enthusiasm of the teacher and the active involvement of support staff. Teachers ensure that all pupils have equal access to all subjects by planning work appropriate to their levels of attainment. While this is successful most of the time, higher-attaining pupils are occasionally not sufficiently challenged or extended. For example, in the reception to Year 2 class no pupils were expected to achieve the higher levels in the teacher's assessment in the national test in mathematics.
26. The school has implemented the National Literacy and Numeracy Strategies successfully and adapts them sensibly to meet pupils' particular needs. Teaching of basic skills in literacy and numeracy has a high priority and is good. Lessons are structured well and this contributes to meeting the needs of most pupils, including those with special educational needs. The school has a number of pupils who may be considered gifted or talented in a particular aspect of the curriculum. They are served well in English, which has effective assessment procedures to identify these pupils and set them appropriate targets. This was evident in the reading and writing across the school, some of which was of the highest quality. It is less evident in other subjects where assessment is less well developed and pupils' capabilities are sometimes underestimated. The use of information and communication technology is very well developed and used to support pupils' learning in most subjects even from a young age. It is particularly effective in developing pupils' literacy and numeracy skills. Teachers work hard to include all pupils in class discussions and are adept at asking searching questions to encourage pupils to think and talk about their opinions and ideas
27. Teachers and teaching assistants have high expectations of hard work and good behaviour. They manage pupils well in lessons and around the school and this is clearly evident in pupils' attitudes to school. All pupils, whatever their needs, are included in all activities. Classrooms are lively and colourful. Teachers and learning support assistants work well together to provide structured and well-paced lessons to meet the specific needs of each pupil. Only occasionally is an assistant less well prepared and plays a less active role in the lesson. The strong relationships between adults and pupils mean that pupils work with impressive perseverance in the best lessons. Higher-attaining pupils sometimes work with older pupils to ensure that they are sufficiently challenged. This is an effective strategy, although its effectiveness depends to some extent on the level of attainment of the older age group; for example, some have a high proportion of pupils with special educational needs.
28. Teaching of pupils with special educational needs is effective and they are included in all lessons. These pupils make good progress and achieve suitable levels of attainment. The teachers and assistants are sensitive to their needs and ensure that work given is

achievable but challenging. The effective assessment in English enables challenging targets to be set and ensures that pupils are aware of what these are as they are stuck in the front of their English books.

29. All teachers have very good knowledge and understanding of their pupils, which they use to good effect when checking work and encouraging pupils in lessons. Marking at its best is evaluative and takes pupils' learning forward. Sometimes this is not so when there are insufficient comments to make pupils aware of what they need to do in order to improve their work. The school is well on the way to developing systems to enable them to track all pupils' progress through suitable assessment procedures. This is working well in English and has raised standards in reading and writing. It is important that this model is used in other subjects so that teachers have even more detailed knowledge of their pupils' progress and so that teaching and learning can be modified in the light of this knowledge.

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

30. The school meets statutory requirements in that all pupils, regardless of ability, gender or background, have the opportunity to experience work in every National Curriculum subject and in religious education. The teaching of the basic skills of literacy and numeracy is good throughout the school. A noteworthy feature of the school's provision is the way in which all teachers promote the use of information and communication technology and literacy, especially writing, in almost every subject. This has made a major contribution to the good standards achieved in literacy and in information and communication technology.
31. The quality and range of the experiences and activities planned for all pupils are good overall. The school makes satisfactory arrangements for teaching about maintaining good health, good and bad drugs and for sex education. The school follows the national guidelines for teaching the reception children and for literacy and numeracy for all pupils. For other subjects, teachers use national reference materials to help them plan. The teaching staff are now appropriately planning to review these as they adjust the content of these materials to the needs of their own pupils. This is a better picture than at the previous inspection and the school has made good progress in addressing the issues identified then.
32. The teacher plans carefully to meet the needs of the children in reception and, consequently, they make good progress in all the areas of learning of the Foundation Stage. This good provision prepares the children very well for the National Curriculum work in Years 1 and 2. Planning is good for these older pupils. They make sound progress through their infant years. An area for development is the level of challenge in the work. Currently, it is not always sufficient for higher-attaining pupils and means that few achieve standards significantly above the national average.
33. In Years 3 to 6, teachers continue to make good use of the national materials and in most subjects this ensures a good range of experiences for the pupils. The standards achieved are in line with those expected nationally, except in music. There are areas in which the school can improve further. For example, in history the pupils find out a lot of factual information through a variety of means, including the Internet and from visits. The quantity of work produced is impressive and makes a major contribution to pupils' good attainment in literacy. However, the activities do not sufficiently develop pupils' skills in historical interpretation, asking focused questions not just about what but about why things happened and the impact this had on the people and places studied. In music, not enough emphasis is placed on ensuring that the quality and accuracy of the work produced meets the standard required. At times, work in design and technology, although obviously great fun and good for developing collaboration skills and community links, is not sufficiently focused on what the pupils need to learn as laid down in the National Curriculum.

34. The way the school meets the needs of those pupils identified as having special educational needs is good and, as a result, they make good progress through the school. The teaching groups are very small and teachers know pupils well. These pupils have focused targets that are referred to regularly. The school treats each pupil as an individual, which means all are included well. Girls are significantly in the minority, but do not feel they are treated differently. However, they sometimes defer to boys in discussion. Pupils who display restless behaviour are given support to improve their learning. This is the same as their peers, although at times the range of strategies that staff use to manage their behaviour is limited.
35. Extra-curricular provision is good. Pupils have the opportunity to experience after-school football, cricket, recorders, journalism and chess. Visitors, such as a sculptor, make a good contribution to pupils' learning. Visits to places of interest add value to the pupils' experiences, especially the visit to Chatsworth House, which greatly enthused the junior class. Parents and pupils appreciate all these. The school's links with partner institutions are good. Children make a smooth transfer from playgroups and nurseries into reception and the oldest pupils transfer comfortably to their secondary school. The links with various other primary school 'clusters' helps school staff to develop professionally. Links with the community are good. People from the village come into the school to help with design and technology, science and music lessons. Governors support the teaching of reading and information and communication technology.
36. The school has suitable systems in place to ensure pupils' personal development. The way it helps pupils develop social skills and moral understanding is good. This is a particular strength of the work with the youngest children where both adults involved in the teaching have a consistent approach in developing children's understanding of right and wrong and of how to work well together in a supportive way. Parents appreciate this aspect of the school. The school does a good job in fostering a sense of community amongst its staff, governors, parents and pupils. The school play helps pupils to feel a strong part of this community.
37. There is a clear moral code. There are class rules and playground rules. Displays in all classrooms reinforce the school's values well. These celebrate the range of work and, in Years 1 and 2, pupils add comments to an '*achievement tree*', such as '*I am good at maths*'. Many pupils work well in pairs in lessons. Pupils in Year 2 calmly help each other grasp how to calculate the difference between two amounts of money in a numeracy lesson. Pupils in Year 4 support each other in identifying symbols on a map. There is an embryonic school council, although at the moment this involves all the Year 6 pupils only. They have represented the views of pupils of other ages and discussions have led to the purchase of playtime games.
38. The school has satisfactory arrangements for helping pupils develop their spiritual understanding. The routine of assemblies is well understood by pupils, but there is insufficient '*specialness*' about these occasions to promote a sense of awe and wonder properly. There is nothing for pupils to focus on, no music to create a special atmosphere and the singing is half-hearted. In the classrooms and in other subjects, teachers do not consistently plan to develop pupils' understanding of the world as a wonderful place – the '*wow*' factor. Older pupils were engaged when they found out that evaporating a liquid left behind the minerals that had been in solution. The pupils consider that they experienced '*wow*' when they looked on the Internet and saw how poor the people in an Indian village were, '*how children had no choice but to work*'; and also when they learned about the Second World War, '*kids had to leave their mum and dad*'. This is an area for development.

39. The school provides a satisfactory range of experiences for pupils to develop their understanding of culture, but not enough for them to understand the multicultural nature of Britain today. The school has links with a Sheffield school. Teachers ensure that pupils learn about other religions through religious education lessons. Pupils learn some Morris dancing in physical education lessons. The school actively supports a village link with a village in Romania. In Years 1 and 2, pupils learn about a village in Mexico and the juniors find out about life in an Indian village. The school has done some exciting work with a real-life sculptor. Music is not used sufficiently to develop pupils' understanding about other times and places and insufficient use is made of reproductions of artists' work to help pupils become aware of the variety and splendour of western and non-western art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The support offered to pupils while in the care of the school is good. The school has a warm, caring and community atmosphere where all teachers and support staff know the children well and are fully aware of their needs. The school has good induction procedures for new pupils and the needs of pupils from adjoining farms and villages are properly met. As a result, pupils establish confident and trusting relationships and settle down quickly in the school.
41. General cleanliness of the buildings and the upkeep of the grounds are good. Parents' response to the questionnaire and pupils talking to the inspectors confirm that the adults provide a caring environment where pupils of all ages feel safe and secure. Teachers and support staff work closely to ensure that a good level of personal support and guidance is given to all pupils. The procedures for child protection and pupils' welfare are good. Health and safety procedures are in place and the school has developed good systems for monitoring and improving attendance. The school promotes behaviour well and procedures for eliminating oppressive behaviour and racial harassment are firmly in place.
42. The school follows Derbyshire local education authority guidelines for child protection procedures. These provide clear instructions about action to be taken and how cases will be followed up by other local authority agencies. Teaching and non-teaching staff are aware of the procedures and know what action to take if the need arises. Mid-day staff are aware of the procedures, but they, along with other staff, have not had formal training. Pupils' emotional needs are cared for through an established network of support agencies. Children with special educational needs receive good support from appropriate agencies.
43. The school pays very good attention to health and safety matters. Regular checks are made on the safety of the buildings, grounds and equipment and governors take responsibility for overseeing health and safety matters. The school monitors the implementation of health and safety procedures and regular informal risk assessment of the premises is undertaken. Local education authority guidelines for formal risk assessment are being put in place. Teachers and support staff promote hygiene very well as part of the curriculum. The cleaner in charge takes good care to ensure that the buildings, equipment and the school grounds are free from health hazards. There are good arrangements for first aid and the school cares sympathetically for sick pupils. Staff know what to do in case of an emergency or if a pupil becomes ill while at school. All pupils feel that they are valued and well cared for by the adults. Staff are aware of the need for pupils' health and safety and parents are confident that their children are safe in the school.
44. Partnership with parents for promoting good attendance and punctuality is established successfully. The headteacher monitors the attendance registers regularly and contacts the families of children whose absence is unexplained. The school has very supportive relationships with families and helps to deal with problems that may affect attendance. For example, children can be collected later than usual by arrangement. A *'learning at home'*

facility is provided for children on long-term absence and suitable arrangements are in place for their reintegration in the school. Attendance registers are marked in accordance with the legal requirements and the school ensures their safekeeping.

45. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very effective. Children are courteous to each other and to adults. A system of mutually agreed simple but effective class rules supports positive behaviour. Pupils are encouraged to behave well and praised when they do. Any concerns that arise are discussed during staff meetings and shared with parents. A solution is agreed which is applied both at home and school so that the pupil is clear about the kind of behaviour that is expected. Procedures for dealing with difficult behaviour are well understood by all staff.
46. Parents feel that praise and sanctions are appropriate and are applied consistently to motivate pupils to behave well or to reflect on their unsociable behaviour. They confirm that the school has maintained good behaviour and relationships since the last inspection. The inspection findings confirm that most pupils know that good behaviour is expected of them and they agree that the sanctions and rewards procedures are fair. Pupils from different social backgrounds are taught to respect one another and they respond positively by working and playing together. The school takes incidents of bullying seriously and has good systems to deal with any concerns, although no such incidence was seen during inspection week.
47. Procedures for monitoring and tracking pupil's personal development are good. Older pupils are encouraged to support younger ones and those who are in need of additional help, such as lower-attaining pupils. All members of staff get to know the children's individual needs very well. Mid-day staff monitor behaviour well and they receive good support from headteacher and other teaching staff during break time. Parents are provided with regular reports on their children's personal development. Pupils speak positively about transfer procedures to the senior schools. The school draws effectively on the expertise of the local education authority to support pupils who have social or learning difficulties.
48. The school has developed effective assessment procedures for English, geography and information and communication technology; they are less developed in other subjects. In English the use of various testing procedures, including ongoing optional national tests, assessment during lessons and analysis of the national tests, works well. These arrangements enable the teachers to track individual pupils' progress successfully and set them challenging targets to achieve. A similar approach is used in geography; teachers use a checklist to ensure that pupils have covered all the areas of the subject and informal checking of learning ensures that the teacher is aware of all pupils' learning. In information and communication technology, the pupils use self-assessment tests on a regular basis; this approach lends itself well to this subject and the teacher compares this self-assessment with her own ongoing procedures to ensure that pupils are fully aware of their own learning. Where assessment procedures are effective this has had a positive effect on pupils' standards, for example the good reading and writing in all subjects across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Partnership with parents is very strong. They are extremely pleased with the quality of education provided for their children and with the standards the school enables their children to achieve. Parents have the highest praise for the approachability, professionalism and friendliness of the staff. They are pleased that their children develop such positive attitudes to learning that they make very good progress. All parents agree that their children like school and that the school expects their children to work hard and achieve their best. The inspection confirms these views. This is in line with the findings at

the last inspection, when it was judged that the staff and governors succeed in building and maintaining very productive links with parents and the community.

50. The induction programme is well structured. All information is presented in an attractive, user-friendly way and keeps parents well informed about what is happening and how they can help their children to develop social skills. Parents view the school extremely positively.
51. Parents at the pre-inspection meeting confirm that arrangements for settling their children in the school are flexible and very supportive. The teachers meet with parents before their children start school and focus on promoting the partnership between home and school. Teachers get to know children quickly and a supportive partnership continues throughout the child's school life. Those parents who spoke with the inspectors felt comfortable in approaching the school to enquire about their children's welfare and progress. All parents feel that the school values them as partners in their children's learning.
52. Parents are made welcome at many activities provided by the school. Parents feel comfortable in approaching the school to enquire about school routine. Inspectors observed many parents talking to teachers and helping their children to settle down in the class routine. A community member was seen hearing children read and a parent was observed helping children choose library books. Some parents support swimming lessons regularly. Staff value this contribution from parents and make good use of the opportunity to strengthen relationships.
53. The school ensures that good quality information is accessible to all parents. The school prospectus is easy to read and contains useful information, including how to make contact with the school. However, some information required by law is not published, both in the school brochure and in the governing body's annual report to parents. Pupils' annual progress reports are satisfactory, but do not give parents clear information about how well children are achieving and how parents can help them to improve.
54. The school continues to provide good opportunities to visit school, such as to attend parents' evenings, open mornings and curriculum workshops. Parents are kept informed about school life through half-termly newsletters. There is a strategically placed notice board in the school, which displays notices on information of interest to parents.
55. The school values consultation with parents and seeks their views through formal and informal feed back. This suggests that learning is seen by school as encompassing the wider spectrum of social and spiritual growth, to enable pupils to develop self-respect, independence and self-motivation. The school has a great number of parent helpers and they make very good contribution to its work. Some parents expressed concern about lack of information on their children's progress. After looking at the school's practises, inspectors found that there is a wide range of opportunities available for parents to talk to teachers about how well their children are progressing. However, inspectors noted that the annual progress reports to parents do not include targets set or how well pupils are achieving in relation to the national levels.
56. Parents make a very good contribution by working in partnership with the school to support the children's learning both at home and at school. They accompany children on school visits and on special events in the school. There is an active parents' association which organises many school events to raise money for school funds. The governing body has a full complement of parent governors.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is well led and managed. The headteacher has established many new ideas and initiatives since the previous inspection in March 1998 when he had been in post for only a short period. He has been particularly effective at ensuring that the National Literacy and Numeracy Strategies have been introduced successfully and modified to suit the size of the school. This has led to good standards in reading and writing across the school. The introduction of the Foundation Stage curriculum for the reception children has addressed one of the criticisms in the previous report and raised standards. In addition, the improved resources in the school, especially those for information and communication technology, have made the development of pupils' skills in this subject a fundamental aspect of school development. It has also led to very high standards in information and communication technology. Procedures for monitoring teaching and learning have also been introduced, which enable a check on standards across the school. This led to a realisation that an effective programme of assessing pupils' progress was necessary and procedures have been implemented in English, including setting individual targets for pupils. This is another factor in the improved standards in reading and writing across the school. It is planned to introduce assessment procedures in other subjects after this initial success. Subject leadership is collegial and involves all teaching staff; this works well and national guidance for all subjects is followed.
58. Together with the governing body, the headteacher has developed a clear vision for the future of the school. The governing body holds both the school and headteacher to account effectively. The long-term projections for the school in its development plan lay down and cost the initiatives that the school needs to introduce to enable it to continue to develop. There is a strong drive to raise standards. Another full-time and two part-time teachers, and a full-time and a part-time assistant, make up the strong team within the school. It is particularly noteworthy that the governors are very involved in the life of the school and, for example, during the inspection the chair of governors was frequently seen helping with computers to ensure that they were up and running. He has been a prime mover in the development of information and communication technology, both in terms of equipment and the development of staff skills. The use of a specialist teacher in the subject has been a major factor in this very good development. To avoid rural isolation the school has become part of a cluster with other small schools in the area and they share ideas and expertise well.
59. Governors, through the office of the chair, are properly involved in monitoring the budget. A recent audit found a large number of items requiring attention, but work is ongoing to address these. Governors consider best value when making spending decisions. For example, they used their expertise when buying the computers and network systems. Recently, they have negotiated a good deal for getting the playground resurfaced. They have not started to look at comparable schools and match the standards achieved by pupils to see if there are areas they might improve on. The governing body has planned the carry forward of funds for employing extra staff to 'boost' attainment, a good use of finance. However, the high adult-pupil ratio is achieved at the expense of the headteacher's time out of the classroom. While it is very good for the pupils, especially for those with special educational needs, it is not a good decision for the long-term in that the workload is too high to sustain for a long period. This is something the governors need to address. The school secretary makes effective use of information and communication technology in the office. Efficient day-to-day administration is adversely affected by the cramped nature of the office and the fact it is shared with the headteacher.
60. The number of trained adults for the number of pupils is very good. The teaching assistant in the infant class and the visiting information and communication technology specialist make very effective contributions to pupils' learning. Teachers' qualifications are appropriate to primary school teaching and the staff share expertise well, although there is no-one with confident expertise in music and this has a negative impact on the standards achieved in the junior class. The school has satisfactory policies and procedures in place

for performance management. Training for staff new to the school, such as the school secretary, is not always sufficient for them to feel confident in their role at an early stage.

61. Management of special educational needs is satisfactory. The headteacher is the notional person in charge, but, in practice, the teachers work together effectively to identify needs at an early stage and to involve outside support early. The effect of this is that pupils' individual education plans identify their needs and set clear targets for improvement.
62. The very good resources contribute well to the standards achieved, especially in literacy, numeracy and information and communication technology. The accommodation, on the other hand, is not satisfactory. For the most part this is outside the school's control. The school makes good use of an adjacent all-weather-pitch provided by the village. They make good use of the village hall, but necessary restriction of access to this space places a limit on how well pupils can achieve in physical education. The school makes good use of a local pool and swimming standards are high as a result. The junior classroom is very small, even given the low number of pupils in the class. This has an impact on how pupils work in practical sessions and on how the teacher can get from group to group. There are instances where the school has made very good use of existing spaces; for example, a computer suite has been created in one area and an upstairs room is a library and teaching space together with computers linked to the network. However, several spaces are filled with clutter and the school has yet to consider if a rationalisation of this could release an upstairs room for, for instance, a much-needed staff room cum headteacher's office.
63. The amount of money the school receives per pupil is well above average because this a small school with high unit costs. Given the good quality of teaching, the satisfactory progress made by most pupils in most subjects, the good progress made by pupils with special educational needs and the good attainment in literacy and information and communication technology, as well as the good standards achieved in moral and social development, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The governing body and headteacher should:
 - build on the effective assessment systems in place for English to develop similar procedures for all other subjects in order to:
 - improve planning so that it meets the learning needs for all pupils but especially the higher attainers;
 - provide targets for pupils so that they understand what they have achieved and what they need to do next in order to improve;(paragraphs 4, 12-13, 25-26, 28-29, 32, 57, 66, 74, 82, 87, 93, 95, 100 and 102)
 - improve standards in music by improving teachers' knowledge and understanding of the subject.
(paragraphs: 13, 33, 39 and 60)

In addition, the governing body may wish to adopt the following for inclusion in its action plan:

- develop strategies for better use of the limited accommodation; (paragraph 62)
- check that all required information is provided to parents. (paragraph 53)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	5

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	10	3	1	0	0
Percentage	0	18	59	18	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than five percentage points.

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	7

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.7

Unauthorised absence

	%
School data	0

National comparative data	5.1
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National comparative data	0.5
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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 (Year 2)

The existing guidance from OFSTED is that test and examination data should be excluded from inspection reports if the year group is 10 or fewer.

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	38
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	2.5
Number of pupils per qualified teacher	16
Average class size	20

Education support staff: YR-Y6

Total number of education support staff	2
Total aggregate hours worked per week	24

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	139,501
Total expenditure	136,575
Expenditure per pupil	3,415
Balance brought forward from previous year	12,642
Balance carried forward to next year	15,568

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 68%

Number of questionnaires sent out	38
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	81	19	0	0	0
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	58	35	8	0	0
The teaching is good.	77	23	0	0	0
I am kept well informed about how my child is getting on.	46	46	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	88	12	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	54	42	4	0	0
The school is well led and managed.	85	15	0	0	0
The school is helping my child become mature and responsible.	85	12	4	0	0
The school provides an interesting range of activities outside lessons.	65	31	0	0	0

Please note that some rows may not total 100 due to rounding or the fact that some parents felt unable to answer all the questions.

Other issues raised by parents

Parents considered that the school has made significant improvement since the last inspection.

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

AREAS OF LEARNING FOR CHILDREN AT THE FOUNDATION STAGE

65. There are only a few children aged four to seven in reception. In the previous report, arrangements for children in the early years were regarded as unsatisfactory. Steps have been taken to ensure that these children are fully catered for. The school has adopted the Foundation Stage curriculum and the early learning goals that this comprises. Both the teacher and her assistant have received training on the Foundation Stage curriculum and are fully conversant with its requirements. This is a significant improvement on the previous inspection.
66. Children are admitted to reception in the September and January in which they are five and are assessed on entry. As there are so few children involved, often only six or so, judgements about standards can vary enormously from year to year, but they are judged to meet those expected for the children's age. This early assessment is used to determine whether they have special educational needs and to ensure that they progress to their early learning goals as they move through the reception year. It is not as effective at determining whether they are gifted and talented, although higher attainers are identified. The teacher and her assistant know the children well and ensure that work set has appropriate challenge. Assessment procedures form part of a cohesive, planned and systematic programme, such as that being developed for older pupils and the one that has been implemented effectively in English and some other subjects.
67. The teacher and her assistant plan lessons well for this age group, with appropriate learning objectives. For example, at this late stage of the year and having achieved their early learning goals, many children in reception were working on the National Curriculum. There are no children from minority ethnic groups or who have English as an additional language. None at this stage has been identified as having special educational needs. Four to seven year olds progress well in this combined class due to the consistently good teaching and support. They are very well managed by both the teacher and the assistant whose knowledge of the Foundation Stage curriculum is good. Features of the good teaching seen in reception include:
- clear lesson objectives for the whole class but effectively incorporating the reception group and the early learning goals;
 - good opportunities given by the teacher for children to fully participate in whole-class discussions;
 - effective use of the teaching assistant to reinforce work specific to the reception age group;
 - very good management of children, ensuring that they remain on task for extended periods and are productive;
 - brisk pace of lessons.

Personal, social and emotional development

68. Children achieve and frequently exceed this early learning goal by the end of reception. They quickly adjust to school life; the majority have previous experience of play-group or an equivalent pre-school environment. They are quickly accepted by the older children in this small mixed-age class. It was particularly noticeable that younger ones model their attitudes and behaviour on older pupils, noticing and copying how they, and adults, approach each other. They certainly have a mature approach. Even the youngest was able to concentrate for long periods and was fully included in all activities. Reception children take part in whole-class discussions, after which the assistant takes them to work or play on an associated topic. This is rarely of the children's choice. However, the one-to-one interaction between the teacher or her assistant and children is of major benefit.

The teacher and her assistant teach sensitively and make sure all children are fully integrated in all lessons.

Communication, language and literacy

69. Children make good progress. They are articulate and benefit from listening to and emulating older pupils with more advanced skills. They willingly participate in discussion without being shy, for example when discussing Winster Fair which was taking place during the inspection. Later in the lesson they played a game making words with lettered cubes. They learned to say short vowels and the initial and final word sounds. The teachers discussed the meaning of the words and children put them into context making up sentences like '*I went off in a tram*' and '*I tame the lion*'. They enjoyed participating in action games such as '*heads and shoulders*', developing their memories as they recalled the words, giving them an understanding of rhyme and rhythm. In a reading lesson linked with science, they read avidly from a book about guinea pigs and all, even those at the earliest stages, realise print in a book goes from left to right and that words convey meaning. Most write their names legibly and some record information well, often using the computer. In one instance, pupils typed out spoken sentences in word bubbles, paying attention to both the grammar and spelling. There were, across the curriculum, samples of good word-processed work.

Mathematical development

70. Children make good progress in mathematical development and have a good understanding of number. They count reliably up to 10, sometimes using their fingers or objects, such as when participating in role play as waiters and customers using models of various foods actually made by the children themselves. As well as counting forward, they count back at least up to 10 and recognise the numerals one to nine. They also develop their counting skills with the poem *Incey Wincey Spider* in a music lesson. Some basic work on symmetry was seen with children painting on disks of paper and then folding them. The children benefit from good conversation with the teacher and the assistant. Many children work at a higher level when participating in a whole-class discussion about two- and three-digit numbers.

Knowledge and understanding of the world

71. Children quickly develop an understanding of the world in which they live and at this late stage of the year are participating fully in practical science lessons. During one lesson, for example, children predicted what would happen to a chocolate button when heated in a foil container. Children enjoyed tasting ice-cream and ice-cubes as part of this experiment and described the sensation. They know that ice will melt if it is left out of the fridge. Reception children are very aware and constantly observe older class members to improve their understanding and learn about their environment. They draw pictures of themselves and others that show observational detail such as hair and ears. Children are taken for walks to the church and the surrounding area out of school, which further develops their knowledge and understanding of the world.

Physical development

72. Children's physical development meets that expected for their age. The good teaching ensures that the control needed to handle a paintbrush and pencil is well developed. The lack of a school hall means that physical education inside is limited to the use of the village hall once a week and the use of the juniors' classroom while they are swimming. Children also use small apparatus in the playground, such as balls and bean-bags, and the assistant plays games involving balancing and ball skills using *Top Start* apparatus. The lack of a designated outdoor area and wheeled vehicles means these children have no opportunity for informal play other than during break times. However, during a whole class dance lesson, pupils showed good co-ordination, spatial awareness and rhythm.

Creative development

73. Children achieve standards that meet those expected for their age. In a whole-class lesson, reception children participated fully in an action song, '*Heads and shoulders*' and remembered the words and the parts of the body they had to touch in the song. They also performed the nursery rhyme '*Incey Wincey Spider*' confidently in front of the rest of the class. Children participated by playing untuned percussion instruments. They mix paints to make different colours and paint recognisable vases of flowers. Their drawings often show detail such as the arrangement of petals on a flower. Children were involved in a project making clay tiles of aspects of Winster for eventual casting in metal and display in the village hall.

ENGLISH

74. When pupils reach Year 2 and Year 6, standards of attainment are at least in line with the national average and standards of reading and writing are often higher. Pupils have made good progress since the previous inspection and standards are rising as a result of:
- consistently good teaching across the school;
 - the grouping of pupils in smaller units to overcome the very wide age and ability range in this very small school;
 - the successful adoption of the National Literacy Strategy;
 - the effective assessment procedures for English which enable targets to be set for pupils and displayed clearly in their books so they know how well they are learning;
 - the introduction of monitoring of teaching and learning across the school;
 - the use of an Additional Literacy Support programme led by a teaching assistant in Years 3 and 4 (a withdrawal group of pupils who are on the borderlines of a higher level in the national tests; the programme is aimed at raising their standards to achieve this).
75. The inspection found no significant difference in the attainment of boys and girls. Girls, who are in the minority, sometimes defer to boys in discussion in the older class, although the national tests indicate that they achieve significantly higher than boys by Year 6. There are no pupils from minority ethnic groups or who have English as an additional language. Pupils with special education needs make good progress and are well integrated in English. Many work at a similar level to their peers, but receive more assistance either from the teacher or an assistant. Work is planned for pupils of different ages and attainment. Higher attainers are given extension work to enable them to achieve at an appropriate level. Sometimes these pupils work with an older age group to ensure they are fully extended. However, the school does not at present identify pupils who are gifted and talented. The improvement in literacy skills is having a positive impact on skills in other subjects by improving understanding.
76. The programme of Additional Literacy Support has been in place for some time. Pupils in Years 3 and 4 who have achieved results in the national tests that the school consider to be below their full potential take part. The teaching assistant and the teacher, both of whom have been given support and training, have been effective in raising standards, although this is not always reflected in the national tests. The small number of pupils taking the tests means that if one or two have special educational needs then the results are not representative.
77. The inspection found that Year 2 and Year 6 pupils' speaking skills meet those expected for their age and sometimes exceed them. There are many opportunities for pupils to express themselves during lessons. However, the standard varies from year to year because the numbers in each year group are so small. In one lesson, Years 3 to 6 pupils used adjectives suitable to set the mood for a storm when discussing text in a story they are composing. They used words such as *mysteriously*, *intermittently* and *flickering*. In

the reception to Year 2 class they animatedly discussed their participation in the Winsters Fair which was taking place during the inspection.

78. Standards in reading are at least in line, and frequently above, those expected for pupils' age by Year 2 and Year 6. Again this varies from year to year depending in any particular year on individual standards because pupil numbers are so small. The highest attaining pupils read books they have chosen themselves and evidence suggests that the school is good at ensuring that all pupils read fluently by the time they leave school. For example, a high-attaining reader from Year 6 knew words like *saxophone*, *swastika* and *panicky* when reading a story set in the Second World War.
79. Pupils understand about fiction and non-fiction books and this is reinforced by a good selection of fiction and non-fiction books in the library. Many of these have been purchased since the previous inspection. The range is good for a small school and has been an important factor in raising the standards of reading. Older pupils in Years 3 to 6 have developed information retrieval skills from different sources, such as CD-ROMs on the computer, and the school has access to the Internet as a significant resource for information.
80. By Years 2 and 6, standards in writing are good with extensive writing seen across all subjects. By Year 2, pupils are writing with a clear joined hand and there is the clear expectation that they should spell correctly. This was evident in a geography lesson in the reception to Year 2 class when pupils were studying the life of a Mexican family in Tocuaro. The school has recently piloted a new commercial spelling scheme to further develop spelling, which is mainly good. It is reinforced in group work when pupils play with dice having words and letters on them to develop their vocabulary, improve spelling and learn how to read new words by sounding them out and blending sounds together.
81. By Year 6, pupils write for different purposes, such as imaginative and story writing, poetry and factual writing, often linked to other subjects such as science and design and technology. For example, they record a detailed account of a visit to *Sci-Tech*, an interactive technology exhibition. There is much evidence of pupils using computers to word process their work, often illustrating it to make the presentation more attractive. Pupils start developing information and technology skills early and by the time they reach Year 6 they operate computers independently. For example, some Year 6 pupils record what they have learned about Chatsworth House, from their visit, so far. This word-processed work is well presented, informative and usually correctly punctuated and spelled.
82. The quality of teaching is good overall and never less than satisfactory. It is a major factor in improving standards. Teachers show a good understanding of the requirements of the National Literacy Strategy, although sometimes the final session of a lesson used to check on pupils' learning is rather short. Teachers have worked particularly to develop planning to cater for the multiple ages and abilities in their mixed-age classes. The adoption of grouping pupils by age so that the age range taught by the teacher is reduced has been effective and makes teaching more efficient. Teachers build systematically on pupils' previous learning and plan tasks that are relevant to their needs. This is reinforced by the Additional Literacy support programme already mentioned. A feature of the teaching is the good and open dialogue between pupils and teachers. The strong relationships developed mean that pupils of all ages are comfortable when speaking aloud and are respected for their views, for example, when discussing the activities they had taken part in during the 'Winsters Fair'. Teachers use the initial introduction to most lessons to check on pupils' prior knowledge and the final or whole class review session to check on understanding of the lesson. Pupils are aware of what they are expected to achieve and have good knowledge of their own learning as there are clear targets at the front of their writing books.

83. Teachers know their pupils well and have a good understanding of their strengths and weaknesses. Information gathered on pupils, such as optional national testing, in-house testing and monitoring of teaching and learning, is used to track their progress effectively and to set targets. Incorporating aids to assessment in planning for English has been particularly effective. The marking of work is satisfactory, but on occasion opportunities are lost to use this to improve pupils' learning. However, homework is set regularly and does help to improve pupils' learning. Many parents are keen to help with the child's extension work at home and most parents are happy with the amount of work set.
84. Close teamwork has enabled the subject to develop well and continuity of the English curriculum has been sustained. Development of literacy has been a high priority in the school since the previous inspection. Resources are good and the adoption of the National Literacy Strategy, its modification to suit the needs of the school and effective staff training have been successful.

MATHEMATICS

85. The inspection finds that standards achieved by pupils by the time they reach Year 2 and Year 6 are average overall and that the quality of teaching is good. There have been good improvements in teaching and learning and in the amount of resources available for mathematics since the last inspection. Mathematical skills are suitably used in other subjects like geography and science, particularly for recording findings in charts and graphs.
86. When the school's national test results for last year are compared to those in schools nationally and those in similar schools, the standards pupils achieve in mathematics are average. The statistics also show that last year the pupils made very good progress between Year 2 and Year 6. Year groups are very small so any comparisons must be treated with caution. The inspection judgements, based on lessons and a full analysis of pupils' work from the past year, confirms this picture in terms of standards achieved. The progress made by pupils currently in Years 2 and 6 is satisfactory overall. Most pupils receive a level of challenge appropriate to their age and ability.
87. The good teaching in both classes ensures that almost all pupils achieve the level expected nationally by Year 2 and Year 6. Pupils with special educational needs have work matched suitably to their ability. Lower-attaining pupils achieve well in both the reception to Year 2 and Years 3 to 6 classes because of the small teaching groups and individual input. Teachers are now tracking and analysing pupils' performance in tests through the school. However, they do not always make sufficient use of this information to set clear targets for each pupil in order to raise the number of pupils achieving above expectation, particularly for those by Year 2. This is an area for development. For pupils in the Years 3 to 6 class there is a good expectation of the amount of work they should do and higher-attaining pupils are given, and expect, extension materials when they have finished regular tasks. Some of this extension work targets the development of their skills in using and applying mathematics. However, work in books indicates that they do not investigate and devise their own strategies sufficiently for working out problems. This limits the development of their mathematical thinking.
88. Strengths in the teaching include:
- effective use of the good range of resources;
 - good relationships between staff and pupils;
 - the expectation that a lot of work is produced and finished.
89. Both teachers manage the arrangements for teaching different age groups well and have established very good working relationships. In both classes, pupils help each other willingly and higher-attaining pupils give clear explanations to their peers. In the lessons

observed, teaching was consistently good. Teachers challenge pupils well so that they make good progress. For example, in a good lesson in the reception to Year 2 class the teacher involved pupils in a game calculating amounts of money. The nature of the game meant that they had to think strategically. They made clear gains in calculating the amount of money they needed to 'buy' an item. This was a good example of the pupils using and applying their knowledge of mathematics. They persevered well, supported each other and enjoyed the challenge presented. The teacher held a brief but closely focused final session which helped her and the pupils see what they had learned and what further input was necessary.

90. The work on paper and in books shows that all pupils in this age group are competent in all areas of mathematics. They find missing numbers in simple sums, for example $20 - ? = 17$. They are competent in doubling and halving numbers, create graphs of their favourite pets, look for patterns in numbers and measure using centimetres. Although several pupils display great confidence and understanding of number, this is not reflected in the standards shown in all aspects of mathematics in their written work, which is based on a commercial scheme. The teacher's assessments also show that none have fully achieved the higher (Level 3) results in the national tests.
91. A lesson in the junior class demonstrated the teacher's enthusiasm for devising tasks that motivate the pupils. An exercise to develop pupils' understanding of mean, median and mode was linked to the results of recent World Cup matches. In this lesson, the plenary was too short to enable pupils to consider what they had learned and establish what they might need to do next. Although most pupils get on well with their work, the low -level 'drone' caused by some inattentive pupils during the introductory explanation and final session interferes with others' learning. The work in books shows that pupils are good at learning and applying a taught method. The teacher keeps higher-attaining pupils in the junior class busy with extension work, which they enjoy. This year, two pupils were identified as candidates for Level 6 in the national test, which is well above normal expectations. Pupils tend to be reliant on the teacher to teach them a method rather than exploring ways of solving problems using the knowledge they have. Their experience in mathematics encompasses work on fractions, decimals and percentages, such as calculating 3 per cent of £210; accurate work on measuring and drawing angles at a level above national expectations and drawing graphs and tally charts linked to work on calculating the mean and median. Work is laid out neatly in books and most take a pride in what they do. Pupils use information and communication technology well in mathematics using, various programs the school has available to develop the subject, including recording using charts and graphs.

SCIENCE

92. The inspection finds that standards achieved by pupils by Year 2 and Year 6 are average overall and that the quality of teaching is satisfactory. The school has maintained the standards observed in the last inspection.
93. For pupils in Year 2 the school's assessments of the pupils' work last year showed standards to be average in terms of the number of pupils achieving the expected level, but well below average for the number attaining above this. The assessment also showed that these pupils were achieving below the national average in scientific investigation and in physical processes. The year groups are small so there can be significant variations each year. The inspection analysis of pupils' work for this year shows that pupils have had a good range of experiences in all aspects of the subject except in scientific investigation and that standards for pupils by Year 2 are average in all areas except this one. It also shows that the higher attaining pupils are not challenged sufficiently to demonstrate the higher level, (Level 3), which is above average.

94. Using the published statistics, the pupils in Year 6 last year achieved test results that were well below average. However, in comparison with how they had performed in the assessments at Year 2, this particular group of pupils showed good progress. The inspection findings are that, currently, standards are average and that pupils have made satisfactory progress. An analysis of their work over the year shows they have experienced a good range of work in all areas of science, including investigating and experimenting. The subject is suitably used in other areas of the curriculum, such as geography where there is often a link, for example, in studying the weather cycle which has a scientific basis.
95. In the lessons seen, the quality of teaching was good in the Years 3 to 6 class and very good in the reception to Year 2 class but, on the basis of all the evidence gathered, the quality of teaching over the year is satisfactory. This is because not enough use is made of assessment in either class. This includes the use of monitoring pupils' work and marking, some of which is not accurate, to establish targets for what the pupils need to learn next. The work set does not always challenge the pupils sufficiently. As a result, too few pupils are targeted fully to demonstrate achievement at the higher levels. This is an area for development, which remains the same as observed in the last inspection. The strengths in the teaching are:
- teachers' use of subject-specific language;
 - their confidence in managing this practical subject;
 - their good, planned use of report writing, which helps develop pupils' literacy skills well. Teachers make good links with numeracy; for example, pupils draw graphs and charts of their results sometimes using the computer.
96. In the reception to Year 2 class the teacher plans well. As a result, the pupils are interested and motivated in work on changing materials. Relationships, the teaching assistant's contribution and the management of pupils are very good. In this Year 2 lesson, there was an emphasis on fair testing and pupils made predictions before they carried out their tests. A good revision of previous work allowed pupils to demonstrate their growing technical vocabulary, for example '*albumen*'. An analysis of their previous work shows they have experimented with growing conditions for plants, have considered the best materials for 'Red Riding Hood' to use when carrying some flour to granny through the rain and found out what materials stick to a magnet. The pupils consider how we grow as we change and what foods are good for us, '*I don't like cheese but it is good for you and it has got vitamin C*'. They draw a simple circuit and investigate sound. The work is well presented and shows that the teacher expects high standards in writing.
97. In the Years 3 to 6 class the teacher is particularly confident in scientific experimentation and makes good use of a supportive adult. In the lesson observed, this meant that pupils had immediate feedback on an experiment involving evaporation and this contributed to the good pace and good sharing of results. The teacher conducted a good summing up session to discuss what they had learned about solutions and the pupils were genuinely interested in what they had found out. An analysis of pupils' files shows they have experienced a good range of work. This has included plant reproduction and animal classification, testing conductivity and heat insulation, '*It wasn't a fair test because the temperature wasn't the same at the beginning*', and making an electromagnet. Nevertheless, the Year 6 pupils' thinking and problem-solving skills are underdeveloped and the higher attaining pupils are not challenged at an appropriately higher level. They do not reason through their predictions based on their existing knowledge but '*have a guess*'. The work in their files shows they do not have sufficient experience in working independently on devising tests, making them fair by controlling variables and developing hypotheses and drawing conclusions relating this to existing scientific knowledge. Information and communication technology is used well in this subject and pupils present their work using word processing skills and record using graphs and charts formulated on the computer.

DESIGN AND TECHNOLOGY and ART AND DESIGN

98. On the limited evidence available, the standards by Year 2 and Year 6 that are demonstrated in design technology meet those expected for pupils' ages. All of them, including those with special educational needs, boys and girls, make satisfactory progress in the development of skills. The development of designing, including independent selection of techniques and tools, is a weaker area. In art and design, no lessons were seen during the inspection as it alternates with design and technology on a half-termly basis. The analysis of previous work indicates that pupils achieve standards across the school that meet those expected for their age and pupils show appropriate drawing, painting and making skills.
99. In the reception to Year 2 class the pupils make book covers, paper faces and models of winding mechanisms to get 'Pussy from in the Well'. These all involve manual skills of folding, sticking and printing and the pupils have experience using scissors, glue and paint. The objects produced indicate that these skills are developed well. There is little evidence to show that the pupils design their models before working and the displays of work show that all make items to the same format and using the same materials. This limits the pupils' development in this subject. They should have experience of making their own designs, selecting appropriate tools, techniques and materials and have the opportunity to explain their choices. Pupils have worked with an artist to design ideas for a wall plaque to be sculpted for the *Market Hall* - an historic monument in the centre of the village. These were created in clay and then plaster reliefs made by the artist. The very best work shows very close attention to detail and design and some fine skills in modelling. In art and design, pupils explore sketching wild life and still life, such as a vase of flowers. They show good pencil control and mix paints well on a disk of paper to give a symmetrical pattern a good link with mathematics. They use a range of media including pastels, felt-tip pens and collage to produce pictures. They also use commercial programs that enable them to draw pictures effectively on the computer.
100. In the Years 3 to 6 class there is more evidence of pupils' planning their design and technology work before they start making, although this is still not a strong feature. In the one lesson seen, the teacher responsible for the lesson demonstrated enthusiasm for the project, but the planning and objectives for the session were not well focused and demonstrate an unclear subject knowledge about tools and processes. However, the pupils were obviously familiar with both the tools and the need for safe use. The planned use of visitors from the community, a visiting specialist information and communication technology teacher and the headteacher's input were very good. This support stimulated pupils to work well collaboratively with a shared sense of purpose with all the adults present. All were enthusiastic about the task of building a very accurate model of Chatsworth House. The very good working relationships meant that pupils with special educational needs were supported well by their peers and made good progress with their tasks. In art and design, older pupils paint in the impressionist style a picture of trees, with some of these paintings showing sensitivity and good style with their brushwork. Particularly good is a display of paintings that show 'speed' through creative brushwork.
101. Previous work in design and technology includes small weaving to a good technical standard, Aztec masks and some construction of wheeled vehicles using kits. The Aztec masks show good painting skills in their decoration. This work shows that pupils have sound skills in cutting and joining. In conversation, they explain how they altered their 'den' models as they worked. They use a small range of materials, such as square-sectioned wood, card, balsa wood, cloth and corrugated card. The work does not always consider function at either the design or evaluating stage. Evaluation is good with pupils writing very detailed accounts of how they approached the task of building a model 'den' or making their section of the 'Chatsworth model'. These evaluation accounts make a very effective contribution to the development of pupils' literacy skills. The Chatsworth

evaluations were word-processed and pupils included digital photographs in their presentations; pupils frequently illustrate their written work on the computer, a good use of information and communication technology, in both art and design and design and design technology

102. There are no assessment procedures in these subjects, but portfolios of artwork are kept and outcomes of pupils' work are suitably displayed.

GEOGRAPHY

103. By Year 2 and Year 6, pupils achieve standards they are similar to those expected nationally. All pupils, including those with special educational needs, make satisfactory progress. Good assessment systems mean that higher-attaining pupils are challenged well and make good progress, especially in the junior class.
104. The analysis of the year's work and observation of two lessons show that teaching is good. Teachers plan well for geography and are clear about what they want pupils to learn. They have high expectations of how much work pupils should produce. Written work is clear, well presented and accurate. This contributes very well to the development of pupils' writing skills. At the same time, the skills specific to geography are taught well because a useful checklist helps teachers to be clear about what the pupils know and where there are any gaps in their learning. This is a good model for other subjects since it keeps the focus on what the pupils need to learn. In both lessons, the teachers used informal assessment well by recapping on previous work to establish that pupils had the skills and knowledge necessary for the planned activities. The subject makes a very good contribution to pupils' cultural and spiritual development, although this is not systematically planned for.
105. In the infant class, the teacher made very good use of photographs to help pupils learn about life in Mexico. She encourages them to examine similarities and differences between their lives in an English village and the lives of the Mexican family. Pupils are interested and motivated and remember a lot from a previous lesson. They listen attentively as information is given and their responses show a good level of understanding. This contributes effectively to the development of pupils' speaking and listening skills. A well-planned writing task helps pupils to focus on geographical differences. The high expectations of behaviour and very pleasant working atmosphere created by the teacher and teaching assistant mean that pupils work purposefully and carefully. Previously, pupils have drawn maps of Winster and a graph of how they travel to school. They have identified the difficulties of traffic and parking in their own village and express their own views.
106. In the junior class, the teacher is confident in the subject and uses questions well to find out what pupils know, or have forgotten! In the observed lesson, the planned activity motivated most of pupils and they enjoyed the task of using maps to identify village features and location. Higher-attaining pupils in Year 4 were challenged well and demonstrated that they could calculate six-figure co-ordinates. The higher-attaining pupils in Year 6 were less challenged. They enjoyed the work and stayed focused on task. Work in pupils' files shows that the teacher plans a very good range of activities in geography and that the higher-attaining pupils are extended and achieve above average levels. Pupils learn about climate in mountain areas. They consider the impact of tourism, identifying positive and negative aspects, such as *'they drop litter, cause traffic jams and spread pollution'*. They compare a village in India with Winster and identify how people have changed the environment, for example when they *'made fields, made a well and houses'*. They identify that the biggest difference is the poverty in India. They give geographical reasons for location, for example that a Welsh village is located near the coal mining source, some villages are near water supplies, or road junctions and others were

built high on a hill in the past for protection against enemies. They pursue this idea by identifying historical backgrounds in place names and finding grid references. The teacher plans well for the good application of mathematical skills. Pupils compare temperatures in London and Bangalore using line graphs. Work is frequently recorded using word processing and information and communication technology skills. The range of work is very good; a small area to work on is to ensure pupils have regular opportunities to ask and answer their own geographical questions. The subject is well managed jointly by the headteacher and other full-time teacher.

HISTORY

107. On the basis of an analysis of pupils' work over the whole year, most pupils attain standards that are similar to those expected nationally by Year 2 and Year 6. In the small classes, pupils with special educational needs are supported well and make similar progress to others. Standards have been maintained since the previous inspection.
108. Teaching is satisfactory. In both classes, teachers use the national guidelines well to ensure pupils gain good factual knowledge about the periods they study. Teachers have high expectations of writing and pupils write well when they recount what they have found out from teachers' explanations, reading materials and information and communication technology resources. For example, the infants write about the plague at Eyam after sequencing pictures with captions such as *'the black rats came from China with fleas on them'* and *'the fleas came out of the cloth and bit the tailor'*. They give reasons for what they see in pictures, such as *'the doctors wore funny clothes because they didn't want to catch the plague'*.
109. In the junior class the teacher works hard to prepare fact sheets and writing guidelines that give very good support for the writing of factual recounts. Pupils use timelines and this helps them develop an understanding of chronology. They have produced a lot of well-presented written and computer work. The factual coverage of the Aztecs is good. When pupils study Britain since 1930 they make notes at interviews with local visitors and word-process these. They research the life of John Lennon using several sources including the Internet. For their local study they research and visit Chatsworth House and this gives them the opportunity to look at artefacts at first hand. They produce a leaflet guide to the house using text and photographs within a desk-top publishing program and interview one of the guides, making their own notes of her responses. This approach leads to a good diversity of written work in pupils' folders, demonstrating very good development of their literacy skills. However, there is underdevelopment of the skills needed to develop historical interpretation and enquiry. Teachers' planning does not focus on these skills. Consequently, pupils do not explore sources of evidence sufficiently or look at how they might give a biased view, nor do they look at causes and consequences of events.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Standards in this subject have improved considerably since the previous inspection. By Years 2 and 6, standards are well above those expected for pupils' age. This has been due to:
 - a significant increase in resources for this subject, especially the installation of a computer suite with a large number of computers and printers for the size of the school and a good range of software;
 - the use of a specialist teacher on a regular basis;
 - the support of the chair of governors who has enthusiastically promoted information and communication throughout the school;
 - the improvement in teachers' skills due to national training in the subject;
 - the good use of a skilful assistant in the reception who develops children's skills from an early age so that they are comfortable using the computer and other technology.

111. During the inspection, it was only possible to see a limited amount of information and communication technology taught. However, the comprehensive books which pupils have produced and their work with the computers shows that even the youngest children are familiar with computers. For example in a reception lesson linked with literacy, they write sentences in speech bubbles. They use the mouse with dexterity and select icons needed with help to achieve their goals and print off the results. By Year 2, pupils use a paint and draw programs to illustrate work in their folders, such as a picture of a house. In addition, they list their favourite fruits by making column graphs and a number line is printed to support work in science and mathematics. By Year 6, pupils use 'desktop publishing' in their folders to write and illustrate work in history and English.
112. In a very good lesson seen with a specialist teacher, Year 6 pupils worked independently on the computer to produce a record of the work they were doing on a topic about Chatsworth House - a visit they had made previously. Pupils word process their sheets using decorative writing to make the presentation better and printed the end result. The teacher's planning shows that pupils cover a full range of skills in information and communication technology and that they successfully use information and communication technology in other subjects such as design technology and art and design. The school has identified that it would like to develop the links even further with other subjects, especially in mathematics.
113. Pupils make good progress as they start young and learning is accelerated because of the high ratio of machines to pupils, the use of specialist part-time teaching and a competent assistant for the reception children. All pupils are included in this subject and pupils with special educational needs achieve suitable standards of work with support.
114. The behaviour of pupils in lessons is very good due to the very good management skills and the rapport that teachers have with pupils. Pupils show great interest and enthusiasm and, for many, information and communication technology is a favourite area of the curriculum. Pupils often have the benefit of a computer each, but many are happy to share if necessary and work well collaboratively. They treat computers with care. The subject is well led and managed by a specialist. Older pupils regularly test themselves using a self-assessment sheet and the teacher compares this with her own assessment of pupils' progress; this is very good practice.

MUSIC

115. By Year 2, pupils attain standards similar to those expected nationally, while most pupils by Year 6 demonstrate standards below those expected of their age. At the last inspection, standards were satisfactory through the school.
116. In the lessons seen, the quality of teaching was so varied that an overall judgement is difficult. In the infant class, teaching was very good. The teacher plans well and pupils enjoy their music-making. The lesson moved at a very good pace. The teacher kept the pupils involved in singing and then in playing an accompanying beat to a good range of songs. Many of these had actions and this made the learning fun. The teacher effectively used suitable musical vocabulary to introduce the purpose of the lesson. When focusing on loud, soft, fast and slow, the teacher used the correct words, '*dynamics*' and '*tempo*'. Organisation was very good. Pupils chose and replaced instruments quickly and without fuss several times during the lesson, demonstrating that this is routine. Pupils know the names of a range of instruments, such as *tambour*, *maracas* and *cabassa*. They perform to each other and hold instruments correctly when they accompany a song. All Years 1 and 2 pupils beat accurately in time. They enjoyed the lesson and, consequently, their behaviour was very good. At the end, the teacher spent a few moments summing up, asking, '*What were we concentrating on today?*' The pupils responded: '*Dynamics*'.

Pupils are not always given good guidance in order to pitch their voices well when the teacher uses a piano rather than her own voice.

117. In the junior class, the lesson seen was unsatisfactory. From other evidence, such as the singing in assemblies and from a very short video clip of a school performance, the older pupils do not sing with enthusiasm, correct posture, in tune or with expression. Playing the beat on untuned percussion is inaccurate, although one pupil demonstrated good skills in playing the melody on a xylophone. Progress is unsatisfactory. The lesson observed had two objectives, neither of which were pursued sufficiently. The teacher exhorted the pupils to improve, but did not exemplify what was wrong or how to improve upon their performance. As a result, many pupils quickly became disheartened and then bored, with an inevitable decline in their concentration, behaviour and effort.
118. There is a thriving, well supported recorder group. This meets after school and is taught by a visiting specialist teacher. Pupils enjoy the club, particularly playing to '*backing tracks*', and they learn pieces for public performance. This contributes well to their cultural development.

PHYSICAL EDUCATION

119. Very little physical education was seen: a swimming lesson for the Years 3 to 6 class and a dance lesson for the reception to Year 2 class. The school has no hall for physical education. In the previous inspection, the school was criticised for its lack of physical education opportunities, restricting pupils' opportunities to participate in a wide range of activities, causing standards by the end of Year 2 to be below those expected for pupils' age. From the evidence of this inspection, this has improved. Pupils' standards by the end of Year 2 meet those expected for pupils' age. However, no firm judgement can be made about standards by the end of Year 6 as only swimming was seen, although this was of a very high standard. The lesson was taken by a swimming specialist and indications are that this is a strong area of the physical education curriculum. Given this, standards by the end of Year 6 meet those expected for pupils' ages. The school prides itself on ensuring that unless under exceptional circumstances, such as long-term absence, all pupils swim at least 25 metres and it successfully achieves its goal on a regular basis.
120. Since the previous inspection, the school has made ingenious provision to overcome the lack of a hall. It now has the use of a village hall that holds all the large apparatus needed for gymnastics and an all-weather pitch provided by the village. The Years 3 to 6 classroom is cleared to enable the small reception to Year 1 class to take part in physical education lessons. During the inspection, this class took part in a dance lesson. After a warm up-session to music, the pupils dance to music on the tape, they listen carefully to the recorded instructions and move accordingly. Pupils show good spatial awareness and a regard for safety as they move round the room. They finish off the lesson by breathing deeply. This was a well taught lesson; the teacher has very good pupil management skills and they remained closely on task all the time. The teacher joins in the lesson and pupils closely follow her instructions. The lesson was brisk and stretched pupils physically. In the swimming lesson, pupils are confident in the water and perform various water confidence movements, such as a forward somersault, but with due regard to safety. They swim in different styles, such as front crawl, breast stroke and backstroke. In many instances, the skills were of high quality and pupils touch and turn using a racing technique when they reach the end of the pool. In this very good lesson, the teacher had very good subject knowledge and she shared the well-planned objectives of the lesson with the pupils. She is a qualified swimming coach and this specialist teaching is significant factor in the high quality standards achieved, which were similar to those found during the previous inspection.

121. It is apparent that the arrangements made for physical education have largely overcome the criticisms of the previous inspection. Although arrangements are not ideal, they make best use of the limited facilities available

RELIGIOUS EDUCATION

122. No religious education lessons were seen and there is insufficient evidence to make a judgement about standards by the end of Year 2 as much work is oral. However, the analysis of pupils' work is sufficient to indicate that standards meet the expectations of the locally agreed syllabus by Year 6. For example, the pupils write about Jesus and the Nativity. They explore other religions, such as Islam and Judaism, as part of comparative religion. The quality of writing is good and pupils have good recall of the lessons in discussion. Work is sometimes produced using suitable word processing and information and communication technology skills.
123. Collective worship has a religious content and the vicar visits regularly to give pupils an insight into Christianity, as this is a voluntary controlled Church of England school. During one assembly, taken by the headteacher, there is a discussion about the Commonwealth and pupils reflect on this being like an extended family of peoples. Younger children have completed a display about *Our Church* indicating how important it is to the community and the school. During the inspection, the theme of making the most of one's gifts touched upon this fundamental Christian concept and pupils were given the opportunity to reflect upon this at the end of the assembly. Christian morality is frequently transmitted through group or circle time (a period when pupils discuss their feelings and thoughts in a quiet and reflective environment). In one effective reception to Year 2 lesson, the teacher gave pupils a stone that was passed around the group, possession of this stone indicated it was the opportunity for the individual to speak without interruption. The teacher cleverly explored the concept of '*What would you do if you saw something wrong happen?*' Pupils responded actively, developing an understanding of right from wrong during the course of the discussion. Good literacy skills were developed during this lesson, making pupils choose their words carefully.
124. The school is awaiting a new draft locally agreed syllabus to be issued. The subject is a priority in the school development plan once the syllabus is in use.