

INSPECTION REPORT

SHARDLOW PRIMARY SCHOOL

Shardlow, Derbyshire

LEA area: Derbyshire

Unique reference number: 112618

Headteacher: Mrs Elaine Bainbridge

Reporting inspector: Lindsay Howard
7336

Dates of inspection: 24 - 26 June 2002

Inspection number: 245926

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: London Road
Shardlow
Derbyshire

Postcode: DE72 2GR

Telephone number: 01332 792215

Fax number: 01332 792215

Appropriate authority: Governing Body

Name of chair of governors: Mr Roger Hart

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7336	Lindsay Howard	Registered inspector	Mathematics Science Geography History Information and communication technology Physical education Equal opportunities Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11072	Shirley Elomari	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?

22644	Barbara Hill	Team inspector	English Art and design Design and technology Music Religious education English as an additional language Foundation Stage Curriculum	How good are the curricular and other opportunities offered to pupils?
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The inspection contractor was:

Staffordshire and Midlands Consortium
The Kingston Centre
Fairway
Stafford
ST16 3TW

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PART A: SUMMARY OF THE INSPECTION REPORT

INFORMATION ABOUT THE SCHOOL

Shardlow Primary School is a smaller than average school situated in the village of Shardlow, six miles from Derby. It serves the villages of Shardlow, Ambaston, Great Wilne and the suburbs of Derby. There are 63 girls and boys aged six – eleven years on roll plus nine children under the age of six in the Reception Year. The pupils are in three classes, each containing two or three year groups. There are six pupils who are entitled to free school meals. This is below the national average. There are nine pupils, most with moderate learning and emotional and behavioural difficulties, on the register of special needs. This is below the national average. There is one pupil with a statement of special educational need. This is broadly in line with the national average. Pupils are nearly all of white English heritage, and come from a wide range of social backgrounds. No pupils speak English as an additional language. This is well below the national average. There are three pupils from traveller families. Pupils' attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is an improving school. Its many strengths include the very good leadership and management of the headteacher, the good teaching throughout the school and the very good provision made for pupils' spiritual, moral, social, cultural and personal development. The school has good strategies to ensure that all pupils have equal access to the curriculum. However, due to the high turnover of pupils in most year groups and prolonged staff absence, pupils' progress in the past has been inconsistent. Pupils' results in national tests over the last three years have been close to the national averages. Standards of work seen during the inspection in English, mathematics, science and most other subjects were in line with national averages. Therefore the school gives satisfactory value for money.

What the school does well

- The very good leadership of the headteacher gives clear educational direction and all the staff are involved in managing the school very well.
- Good teaching across the school ensures that pupils learn well.
- The comprehensive assessment systems that record and track pupils' progress so that the curriculum can be planned to meet individual needs.
- The very good provision for the pupils' spiritual, moral, social, cultural and personal development.

What could be improved

- The results in English, mathematics and science in national tests at the end of Years 2 and 6.
- The inadequate accommodation.
- Resources for the children in the Foundation Stage.
- The quality of the marking in pupils' books.

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. At that time the school was judged to be effective and successful with many strengths and some significant areas for development. Since then the school has addressed the areas for development very well and has significantly improved the planning of the curriculum and the assessments of pupils' attainments. The management of the repeated absence of one member of staff, a succession of supply teachers and the appointment of a new permanent teacher has been handled sensitively. Despite this upheaval the quality of teaching has improved overall. In national tests pupils still attain close to the national averages. The standards pupils reach in design and technology and information and communication technology have improved. The school has been successful in gaining several nationally recognised awards including those for Health Promoting Schools, School Improvement and the Basic Skills Quality Mark. The school clearly has the capacity to continue this improvement.

STANDARDS

The numbers in each year group are small, so year-by-year comparisons with national averages need to be interpreted with caution.

In the national tests taken by eleven year olds over the last three years standards in English, mathematics and science were in line with national averages. The group of pupils, taking the national tests at the end of Year 6 in 2001, was identified by the school as a lower achieving group. Only half of the group had entered the school in the Reception Year and there was a higher than usual percentage of pupils with special educational needs. These pupils had also received inconsistent teaching through prolonged staff absence. Their results were below national averages for English and mathematics and above them for science. During the inspection, the standards of work seen in these subjects for the older pupils were broadly typical. In the national tests taken by seven year olds in 2001 standards in writing and mathematics were below national averages and in reading were in line when compared with all schools. When compared with similar schools standards were well below national averages for writing and below for mathematics and reading. During the inspection, the standards of work seen in these subjects for these pupils were broadly typical. Most pupils are reaching the national benchmark standards at ages seven and eleven and some are exceeding them.

Standards in most other subjects of the curriculum are in line with standards found nationally for pupils aged seven and eleven. In physical education, standards overall are unsatisfactory largely because the accommodation does not allow for the full range of aspects, such as gymnastics, games and athletics. Standards in religious education are in line with those expected by the locally agreed syllabus. In the Foundation Stage, the majority of children are on course to meet the national Early Learning Goals and many will exceed them in some aspects of communication, language and literacy. All pupils, including those with special educational needs, are now achieving well, although the longer term progress of many older pupils, although satisfactory, has been hindered by staffing difficulties.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good throughout the school.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good.
Personal development and relationships	Personal development and relationships are very good.
Attendance	Levels of attendance and unauthorised absence are broadly in line with the national averages.

Pupils enjoy coming to school and have good attitudes to learning so that they achieve well. They behave well during lessons. At playtimes and lunchtimes they play very well together, in mixed age groups. They know each other and all the adults very well and have very good relationships with them. All pupils are given responsibilities that they carry out well. The oldest pupils perform their duties with pride and care.

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 overall quality of the teaching and learning observed during the inspection was good, with many strengths that outweighed the areas for development. In all of the lessons seen, the quality of teaching was satisfactory or better. In four out of five lessons seen the quality of teaching was good or better and in one out of four it was very good. Evidence from the pupils' books indicates that the quality of teaching observed during the inspection is typical of that they now normally receive. The teaching in English and mathematics, including that of the basic skills of literacy and numeracy, is good in the infants and good or very good for the juniors. Strengths include the teachers' subject knowledge, effective planning and the management of pupils. The quality and use of assessments made at the end of units of work is good but ongoing assessment, such as marking of work in pupils' books does not help the pupils to improve their work. Overall the school meets the needs of all of its pupils well. Pupils' learning is good in lessons, helped by their interest and personal efforts.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements, but the time allowed for history and geography is less than is recommended, resulting in limited work on developing skills in these subjects.
Provision for pupils with special educational needs	Pupils are given appropriate, good quality support that helps them reach the targets in their individual education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good with strengths in the provision for moral and social development.
How well the school cares for its pupils	The school cares very well for all its pupils by monitoring pupils' academic performance and personal development very well and has very good procedures for ensuring pupils behave well towards each other.

The school has effective links with parents. The general information parents receive is good and parents contribute well to the work of the school and to their children's learning. The core subjects, especially English, have a high time allocation, leaving a lower time allocation than usual for some of the foundation subjects. The school provides well for pupils' spiritual development through daily whole school assemblies and regular personal, social, health and emotional education lessons, though there is less planned provision in other lessons.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Both leadership and management are very good and are real strengths of the school. Future developments are planned and carried through thoroughly. Staff are well supported in their work.
How well the governors fulfil their responsibilities	The governors fulfil their duties in a satisfactory manner. They support the headteacher in her role and are developing an understanding of the strengths and areas for development of the school.
The school's evaluation of its performance	The school evaluates its own performance very well. It identifies priorities appropriately, sets out success criteria and works well towards those.
The strategic use of resources	The resources available are used well. The inadequate accommodation is used well.

The leadership and management of the headteacher are very good. She has a clear educational vision for the school that is shared by all staff and governors. The headteacher and staff work very

well as a team to promote the aims of the school. The budget has been used carefully and creatively to provide release time for teachers. The accommodation is unsatisfactory. Lesson time is lost while classrooms are re-arranged. Generally resources for learning are satisfactory, but resources for children in the reception class are unsatisfactory, especially for all-round physical development. The school applies the principles of best value to a satisfactory level when purchasing goods. Less emphasis is placed by the governors on ensuring that spending improves attainment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are expected to work hard and are making good progress. • Their children are well taught. • Behaviour in the school is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • More activities outside lessons. • The information they receive about their children's progress.

About half of the parents replied to the questionnaire and these were very positive. The inspectors agreed with all the positive views. The inspectors looked at the two issues that concerned some parents. The range of activities provided for pupils outside lessons is good for the size of the school. Teachers, assistants, lunchtime supervisors and parents run a variety of clubs with an emphasis on sport and music. The inspectors think that parents could receive more precise information about their children's progress and the standards that they reach, especially in the end-of-year reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The school was inspected in the summer term. Pupils' work for the whole of the school year was made available to the inspectors. Judgements on standards are made using national test results, samples of work seen in lessons and from previous terms, discussions with teachers and pupils, school documentation and teachers' planning.

The attainment of children in the reception class

- 2 Children start in the reception class when they are four years old. Children are assessed in the first six weeks that they are in the reception class, using a nationally recognised procedure. Results from this show that they enter with levels of attainment that are broadly in line with those expected of children of this age in all areas of the Foundation Stage curriculum. They settle quickly into school and make good progress in all the areas of the curriculum. The majority are on course to meet the Early Learning Goals for five year olds in personal, social and emotional development, mathematical development, creative development, physical development and knowledge and understanding of the world. They are likely to exceed the goals for all aspects of communication, language and literacy, especially speaking and listening, by the end of the Reception Year.

The attainment of pupils in national tests for seven year olds

- 3 Shardlow school is much smaller than other primary schools and the number of pupils in each year group is very small. This means that there is usually much variability in the performance statistics from one year to another. Each pupil counts between nine and twelve per cent of the total. Therefore the analysis of national test results has been considered over more than one year and supplemented with other information.
- 4 The results over the last three years of the national tests for seven year olds show that standards were above the national average in reading and close to it in writing in comparison with all schools. The results of the 2001 national tests for seven year olds show that standards were close to the national average in reading and below in writing in comparison with all schools. When compared with similar schools the standards were below the national average in reading and well below in writing. The number of pupils reaching the higher Level 3 was below the national average for reading and writing. In national tests, girls and boys perform about the same in reading but boys perform better than girls in writing. The school judges that, from teachers' assessments of their work so far, pupils' results this year will show an improvement on last year's results. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching Level 2 and above is greater than last year. Inspection evidence confirms this, showing that the majority of pupils are attaining broadly in line with standards typically found at the age of seven.

- 5 The results over the last three years of the national tests in mathematics for seven year olds show that standards were just below national averages in comparison with all schools. The results of the 2001 national tests in mathematics for seven year olds show that standards were just below national averages in comparison with all schools. When compared with similar schools the standards were average. The number of pupils reaching the higher Level 3 was also below national averages. In national tests, boys perform better than girls. From teachers' assessments, it is expected that this year's results will show an improvement on last year's results. The unvalidated data for the 2002 tests indicates that all pupils reached Level 2 and above. Inspection evidence confirms that the majority of pupils are now attaining the standards typically found at the age of seven.
- 6 In science, where there are no national tests at this age, teachers' assessments in 2001 indicated that pupils' attainment were in line with national averages for all schools and for similar schools. The school judges that the standards this year are similar. These assessments are borne out by the inspection evidence.

The attainment of pupils in national tests for eleven year olds

- 7 The results over the last three years of the national tests for eleven year olds show that standards were close to the national average in English in comparison with all schools. The results of the 2001 national tests for eleven year olds show that standards were below the national average in English in comparison with all schools. Standards were well below when compared with similar schools. The number of pupils reaching the higher Level 5 was well below average. In national tests, girls performed less well than boys. Inspection evidence shows that the majority of pupils in the current Year 6 are attaining standards similar to those typically found at the age of eleven. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching Level 4 and above is about the same as last year.
- 8 The results over the last three years of the national tests for eleven year olds show that standards were close to the national averages in mathematics when compared with all schools. The results of the 2001 national tests for eleven year olds show that standards were below the national averages in mathematics when compared with all schools and with similar schools. The number of pupils reaching the higher Level 5 was well below average. Inspection evidence shows that the majority of pupils in the current Year 6 are attaining in line with the standards typically found at the age of eleven. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching level 4 and above is better than last year.
- 9 The results over the last three years of the national tests for eleven year olds show that standards were close to the national average in science when compared with all schools. The results of the 2001 national tests for eleven year olds show that standards were above average in science when compared with all schools and well above when compared with similar schools. The number of pupils reaching the higher Level 5 was close to the national average. In national tests girls performed about the same as boys.

Inspection evidence shows that the majority of pupils in the current Year 6 are attaining in line with standards typically found at the end of the key stage. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching Level 4 and above is less than last year.

Pupils' progress through the school year and in lessons

- 10 Progress, judged from the work seen in books, is inconsistent through the classes. In some classes pupils have made good progress and in others they have made unsatisfactory progress through the year. This is especially true in Years 2 and 3 where, having made good progress in Year 1, pupils have made inconsistent progress. For this school year this can be largely attributed to the significant changes of teachers that class 2 (containing the Year 2, Year 3 and some Year 4 pupils) has had, and lack of continuity in their learning, rather than to any consistently poor teaching.
- 11 In the four years immediately leading up to the inspection, pupils in class 2 (Years 2 and 3 and some Year 4 pupils) had very inconsistent teaching. As pupils spend at least two, and sometimes three, years in this class the effect on their progress has been significant. All pupils in the present Years 4, 5 and 6 experienced the situation for at least two years, and the pupils in last year's Year 6 for one year, and though some catching up has been possible national test results at ages seven and eleven show the effect this has had on pupils. Pupils in the present Year 6 still show evidence, in some areas of English and mathematics, of lack of understanding through work not being well covered, while pupils in Year 4 have enormous gaps in their mathematical knowledge and are especially poor in their ability to use mental processes and their understanding of number patterns.
- 12 Progress in lessons in class 2 since the beginning of the summer term has slowly improved and is now good. Progress in lessons in class 3 (Reception and Year 1) and class 1 (Years 4, 5 and 6) is good.

Attainment and progress of different groups of pupils

- 13 Pupils with special educational needs generally make good progress in lessons because the work is well matched to their needs. In some lessons they have good quality support from classroom assistants who make the work interesting and give the pupils much needed praise and encouragement. When there is no support available pupils try hard to complete their work alone but often make too little progress. Pupils who enter the school after the Reception Year and have special educational needs settle into the school routines quickly and begin to make good progress, though often their poor self-esteem and lack of confidence continue to hamper their progress. Attainment for all these pupils is in line with their abilities though often the level is below that typical of a pupil of that age. Pupils with physical impairment make good progress. Their specific needs are addressed very well. They are included in all activities with appropriate support. Pupils from traveller families make good progress when they are in school, though often the level of attainment they have is below that expected of a pupil of that age and ability. This is due to erratic attendance and sometimes a cultural undervaluing of formal education. Higher attaining pupils are well

catered for. They make good progress in lessons and over time and reach the higher levels of which they are capable. As the year groups in the school are very small there may be only one or two pupils in this category in each year group. This means that they do not always have enough like-minded peers to discuss with, spark ideas from or work and think at the higher level. This sometimes slows down the progress they make.

Standards in all subjects of the curriculum for seven and eleven year olds

- 14 Standards in English, mathematics, science, art and design, design and technology, geography, history, information and communication technology, music and religious education are typical of those found at ages seven and eleven. Standards in physical education are below national expectations overall by seven and eleven because pupils do not have enough access to appropriate accommodation throughout the year for them to reach expected standards, especially in gymnastics. Overall this is not as good as at the time of the previous inspection. Standards in design and technology and information and communication technology have improved since the last inspection. Standards in geography and history, from the little evidence available, appear not to be as good as at the time of the previous inspection. This is because less time is spent on these subjects than is recommended. There are good strategies for teaching the basic skills of literacy and numeracy. Standards of literacy across the curriculum are average. Pupils have planned opportunities to speak in front of a range of audiences. Pupils read with appropriate fluency for their age. They read for pleasure and to access information. Standards of numeracy across the school are average. Pupils have some opportunities to apply numeracy skills in other subjects such as science and geography.

Pupils' attitudes, values and personal development

- 15 In the lessons observed during the inspection, pupils' attitudes to learning were good throughout the school. Behaviour in lessons and around the school was almost always good and sometimes very good. Pupils of all ages play well together. The pupils know what is expected of them and respond positively to the encouragement and praise given by staff. Levels of attendance and of unauthorised absence are close to the national average.
- 16 Pupils are keen to come to school; they usually enjoy their lessons and join in activities well. Virtually all the parents who responded to the questionnaire stated that their child liked school. Pupils come to school prepared to work. They settle quickly in lessons and usually listen attentively to their teacher and to one another. However, at times the teacher talks for too long and some pupils, especially the youngest ones, lose interest. For example, when they listen to the introductory part of an English lesson that goes on for half an hour, they lose the thread of the lesson and find it hard to get back on track. Pupils try hard to complete the work set and concentrate well, especially when the work is challenging, for example, when the older pupils had to work out, through logical questioning, the 'secret number' the teacher had written down. Pupils with special educational needs share these positive attitudes to work and are fully included in every aspect of school life. Throughout the school, pupils' willingness to work has a significant effect on the progress they make.

- 17 Behaviour in lessons is good overall and in some lessons it is very good. Pupils respond positively to the high expectations of staff. During the inspection, behaviour in the reception class and Year 1 was always good. In Years 1 and 2 behaviour was judged to be good in half the lessons seen and very good in the other half. In Years 4, 5 and 6 behaviour was good in three lessons, very good in two and satisfactory in one. No unsatisfactory behaviour was observed during the course of the inspection. Where behaviour was judged to be very good, pupils were well motivated and attentive. They enjoyed the challenge of the tasks they had to complete, as in a class 1 lesson when they collected and classified mini-beasts. Almost all pupils come to school prepared to learn. They respond well to the purposeful working atmosphere fostered by the school. The good behaviour contributes well to pupils' learning, as teachers do not have to devote time to managing unacceptable behaviour. Pupils show respect for the feelings of others and value opinions that may differ from their own. For example, the oldest pupils in a personal, social and health education lesson, discussed ways of dealing with the unacceptable behaviour of a small minority with maturity and due consideration for the feelings of those concerned. They showed a good sense of fair play. Pupils look after the school's resources very well. They take good care of their own and other people's property. Pupils take a pride in the school building and look after it well.
- 18 Behaviour at playtimes and lunchtime is good overall and often very good. Pupils of all ages play well together in the playground and on the large school field. They try to avoid bumping into others when running around and include others in their games. Pupils help others, for example when someone falls over or has lost something. Lunchtime is orderly but at times pupils are put under pressure to finish their meal quickly and this detracts from an otherwise pleasant social occasion. Movement around the school is usually quiet and orderly; pupils take care not to disturb other classes working very nearby, especially when moving furniture for lunchtimes and physical education lessons. There is a quiet, purposeful atmosphere in the school. There have been no exclusions in the last year.
- 19 The school provides a very good range of opportunities for pupils' personal development. Parents are confident that school helps their children to mature into responsible youngsters. A particular feature of the school is the way that pupils of all years are involved in a working party where a wide range of issues are debated. For example, pupils were involved in deciding school action with regard to becoming a health promoting school. They also took part in an audit of school policy and procedures about bullying as part of the school's work to gain the anti-bullying 'kite mark'. Pupils gain in confidence through performing music and drama. Some work, for example letter writing in English, is made meaningful by addressing real issues, such as when pupils wrote to a local councillor to complain about dogs fouling the school field. All pupils are expected to help in their classroom and do so willingly. Pupils enjoy the many opportunities they have to work together in small groups or pairs. They work well together and often help one another. Equipment is shared sensibly. Pupils are able to work in small groups independently, without disturbing the teacher's work with other pupils in literacy and numeracy lessons. Pupils' positive attitudes enable them to benefit from the many opportunities they have to work independently, for example, when pupils in Year 2 worked unsupervised around the school building checking for materials that were magnetic. Pupils are given a range of opportunities to help others, especially in Year

6. Older pupils are expected to take care of the younger ones and do so willingly. They are also actively involved in the school's charity fund raising activities and help to organise some events.
- 20 Relationships throughout the school are very good and there is a high level of mutual respect between staff and pupils. Teachers and other staff support pupils well and teachers use praise to motivate pupils. Pupils co-operate very well together. They enjoy the opportunities they have to discuss issues and by doing this develop a growing understanding of the impact of their actions on others as they move through the school. Bullying occurs rarely and is not tolerated. Pupils are confident that teachers will deal quickly and effectively with any bullying that does occur. The high quality of the relationships is a strength of the school and contributes positively to the high standards of behaviour achieved
- 21 Attendance is consistently around 94 per cent and close to the national average. The level of unauthorised absence is low. Most absence relates to illness. However, four in ten families take holidays during term time, which is a very high proportion. Some pupils from traveller families take extended leave to study their own culture or to attend events of importance. This affects the progress made by these pupils over time. Pupils routinely attend on time in the morning and lessons begin on time.

HOW WELL ARE PUPILS TAUGHT?

- 22 The overall quality of the teaching observed during the inspection was good, with many strengths that outweighed the areas for development. Twenty lessons were observed and good teaching was seen in all three stages of education. Four out of five lessons were good or better, including four that were very good. There were no unsatisfactory lessons. This represents an improvement in the quality of teaching since the previous inspection.
- 23 However, in the four years immediately leading up to the inspection, pupils in class 2 (Years 2 and 3 and some Year 4 pupils) had very inconsistent teaching. Their class teacher had periods of extended absence through ill-health and her place was taken by a succession of short and longer term supply teachers. The problem was resolved a few weeks before the inspection when a new, permanent, full-time teacher was appointed to the class. As pupils spend at least two, and sometimes three, years in this class the effect on their progress has been significant. All pupils in the present Years 4, 5 and 6 experienced the situation for at least two years, and the pupils in last year's Year 6 for one year, and though some catching up has been possible national test results at ages seven and eleven show the effect this has had on pupils. Evidence from teachers' planning and the pupils' books indicates that the teaching seen during the inspection is typical of that now found in the school.
- 24 All of the classes contain more than one year group. In class 3 there are children in their Reception Year following the Early Years curriculum and pupils in Year 1 following the National Curriculum. In class 2 there are pupils in Years 2, 3, and 4 and in class 1 there are pupils in Years 4, 5 and 6. All pupils in Year 4 join Years 5 and 6 for English and mathematics. Teachers plan the lessons using the national year group objectives in rotation as recommended by the local education authority. This meant that during the inspection pupils in Years 4, 5 and 6 were working within the Year 6 objectives for English and

mathematics, while pupils in Years 2 and 3 were working towards the Year 3 objectives. Teachers adapt the work for each year group well, but at times younger pupils were unable to cope as well as they should. For example, in mathematics, Year 4 pupils were unable to work out answers in the mental part of the lesson because their mental skills had not been consistently developed and their knowledge of the relationship between decimals and fractions was rudimentary. Pupils in Years 5 and 6 coped well.

- 25 Common strengths that were identified in the lessons observed where teaching was judged to be good or very good include the following:
- Teachers' subject knowledge especially in science, information and communication technology, design and technology, art and design and music.
 - Teaching of the basic skills in literacy and numeracy, such as phonics and multiplication tables.
 - Effective teaching methods that include whole class and group teaching
 - Teachers' high expectations of the pupils' behaviour.
 - Good development of pupils' use of subject specific vocabulary especially in science and mathematics.
 - Good use of the end of lessons to reinforce lesson objectives and set the scene for the next lesson.
 - These strengths help the pupils to make good progress during lessons.
- 26 In lessons where teaching was less good although still satisfactory overall, the weaknesses were:
- marking in books that did not help pupils improve their work.
- 27 The quality of teaching observed for the children in the Foundation Stage was good. The teacher's good knowledge and understanding of the Early Years curriculum means that the planned work relates well to the 'stepping stones' that the children have reached. The basic skills of literacy and numeracy are well taught with children learning to identify the initial, middle and end letters of words and then blend them into the word. The teacher made learning fun as children changed one word into another using their developing phonic knowledge. The fun continued for these children through the use of games and practical mathematics activities such as balancing the weight of a teddy against cotton reels.
- 28 The quality of teaching for pupils in Years 1 and 2 was good in both classes. Teachers ensure that the content of the lessons interest the pupils, for example when learning to write a letter, the recipients chosen were David Beckham and Britney Spears' manager. The pupils had good recall of the conventions of letter writing through this activity. The good subject knowledge of the teacher meant that in a science lesson she was able to answer all the pupils' questions about the magnetic properties of materials and helped the pupils come to the conclusion that 'metals attract, but not all metals do'.
- 29 Overall, the quality of teaching observed for pupils in Years 3, 4, 5 and 6, although variable, was good in both classes. There was very good teaching in English and mathematics for the oldest pupils. The pace was good in both of these lessons, pupils' thinking was challenged and they made good progress. In one lesson, the teacher's effective questioning about how

the author held the readers' attention enabled the pupils to become critical readers and 'read between the lines'. In an art and design lesson the teacher gave the pupils the tools, the methods and the skills to produce drawings of good quality that pleased them. When describing their work pupils were able to use the words *line, tone, shade, media* and *texture*.

- 30 Teaching was good in all the subjects seen. Information and communication technology is taught to small groups of pupils by a part-time classroom assistant. His very good subject knowledge and understanding help the pupils to acquire the knowledge and skills needed to reach the expected standards.
- 31 The progress made by pupils as they move through the school is good. Children enter the Reception Year with average levels of attainment. They make good progress to reach standards in line with, and in some cases, above, those nationally expected as they enter Year 1. The good progress continues through the infants so that many pupils are attaining standards that are in line with, and some above, those expected for seven year olds. This progress now continues through the juniors where most pupils are attaining standards around or above those expected of eleven year olds. The good quality of teaching ensures the good progress. The work in pupils' books shows that over time pupils develop their knowledge, skills and understanding in all subjects. The quality of marking varies. It tends to concentrate on how much work the pupils have done during the lesson and how neat it is. It rarely helps pupils to improve their work or gain more understanding.
- 32 Pupils with special educational needs make good progress as they move through the school. They are generally well supported by classroom assistants so that they can access the whole curriculum. However, there are not enough classroom assistants for each class to have one full-time for these pupils. Therefore in some lessons these, and lower attaining pupils, do not have the support they need. Pupils from traveller families have often had long periods of absence from regular schooling and have attended several schools. They have very individual needs when they arrive at the school or return after a prolonged absence. The school plans work well for them, and they often make good progress during the time they regularly attend school. Pupils often join the school at times other than in the reception class. For example, only half of the present Year 6 began in the reception class. Many pupils leave at times other than the end of Year 6. Many of the pupils who join later have special educational needs and take time to settle into school in full and to begin to make the amount of progress that they should.

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

- 33 The school provides a broad, balanced and relevant curriculum that meets all the statutory requirements. Times allowed within the curriculum for different subjects are well managed, except for those relating to history and geography that are lower than those recommended. This means there is too little time for the development of the key skills in these subjects.
- 34 The school, in line with national policy, gives priority to the teaching of literacy and

numeracy. The good training and planning for implementing the national strategies have ensured satisfactory progress in both subjects. Teachers have very effective strategies for teaching reading, literacy and numeracy skills and ensuring that they are used across the curriculum.

- 35 The curriculum successfully promotes pupils' intellectual, physical and personal development and fully prepares them for the next stage of education. The school has a very good understanding of living in a community. Contributions to pupils' learning by members of the community have raised attainment. Provision for extra-curricular activities is good. Teachers, assistants, lunchtime supervisors and parents run a variety of clubs that have an emphasis on sport and music. Extra-curricular activities have been extended to include a computer club, a chess club, French, guitar, table tennis and short tennis. Appropriate homework allows parents to support their children's learning outside lessons. Sports facilities have improved through sharing with other schools. Links have been established with Long Eaton Secondary School for orienteering, information and communication technology and art.
- 36 The governors have policies in place for all curriculum subjects. The school has a formal policy on sex education. It is not dealt with as a separate subject, but is placed in the context of the pupils' personal development. Pupils follow the well-planned guidelines in the science scheme of work on 'Health' and 'Ourselves and Living'. At certain times more specific learning activities are organised. Pupils are given appropriate information on drugs and substance abuse in order to help them make informed judgements. Provision for personal, social and health education is satisfactory. All the staff have been trained in 'Circle Time' which gives pupils opportunities to discuss their feelings about bullying, the environment and a healthy lifestyle in a friendly, non-threatening situation.
- 37 Schemes of work have been produced and implemented which are refined and reviewed regularly. This is an improvement since the last inspection, when there were no schemes of work in some subjects to ensure continuity. These schemes ensure that all aspects of the National Curriculum programmes of study, except for English and mathematics, are covered over a three year cycle. Work is well planned and adapted to cater for the mixed age classes, where pupils may meet a topic, such as the Victorians, in Year 4 or 5 or 6.
- 38 The school ensures, through careful lesson planning, that all pupils, including those with special educational needs and those from traveller families, have equal access to the curriculum. Pupils with special educational needs receive skilled support from the SEN co-ordinator and the classroom support assistants. In accordance with the national Code of Practice, pupils who have learning difficulties are each given an individual learning programme. The school works closely with parents and learning support agencies.
- 39 The school has good links with parents, partner schools and with the community. Parents are invited to school events and many help in the school. A business partnership with Rolls Royce, has provided extra-curricular resources. The school arranges visits to the theatre, workshops and a residential home for the elderly. These experiences give pupils opportunities to learn outside lessons and have practical experiences unavailable to them in

school.

- 40 Provision for personal development, including spiritual, moral, social and cultural development, is very good.
- 41 The curriculum offers good provision for spiritual development. The school provides collective worship, which gives pupils the opportunity to reflect on their experiences. The pupils are confident in joining in the discussions. For example, in an assembly on the theme of mirrors, they said that mirrors only reflected the outside and cannot see feelings inside, and they talked about happiness, love and the fear of changing schools. In assemblies, pupils sing hymns, say prayers, and listen to poems and to music. Good work on the environment helps pupils to develop an appreciation of the wonder and beauty of the created world. Further appropriate opportunities for the pupils' spiritual development are planned in some art and design, drama and music lessons.
- 42 The school's provision for pupils' moral development is very good. Pupils know the difference between right and wrong, rules, reasons and responsibilities are discussed in 'circle time'. The staff are very good role models for the pupils in relationships and respect in personal and social education, pupils are given strategies on how to overcome feelings of aggression and who to go to if they are in trouble. They learn to listen when others are speaking and to value others' contributions.
- 43 Planned provision for social education is very good. Pupils are encouraged to develop social skills as they move through the school. They learn to work in pairs and in groups. They learn to work well with pupils both older and younger than themselves in the mixed age classes. These opportunities make pupils aware of the needs and abilities of other pupils and broaden their understanding of the school as a community. Older pupils respond well to the responsibilities they are given. They are aware of the needs of younger pupils, particularly at lunchtimes. The school provides after school clubs where the pupils can mix and enjoy each others company. There is a community notice board in the library whose contents convincingly show that the school is an important part of the village life.
- 44 The quality of the planned provision for pupils' cultural development is good. There are well-planned opportunities to listen to music, read poetry and take part in drama. The pupils are taught to explore other cultures through history, geography, art and design and religious education. They are aware of the local culture of Shardlow. They are taught to appreciate and value the richness of other cultures within the village, such as that brought by the traveller families. Through visits to a variety of places of worship they gain a good insight into the life within a multi-cultural society. For example, work displayed in the classroom shows the pupils have been studying Hinduism and celebrating religious festivals from other faiths. This knowledge prepares pupils well for their secondary school where they meet more cultural and racial diversity.
- 45 The school promotes pupils' personal development very well. Parents think the school's provision helps their children to become more mature and responsible.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 46 The school makes good provision to ensure the safety and well being of all its pupils. Teachers and other staff are accessible and considerate of pupils' welfare. Procedures for assessment of pupils' attainment are very good and have improved significantly since the time of the previous inspection.
- 47 The arrangements for ensuring the welfare of pupils are very good, helped by the very good quality of relationships throughout the school. Staff know the pupils very well and this promotes a high standard of care for all pupils. The procedures for child protection are very good. The headteacher is the designated person responsible and receives regularly updated training. Appropriate policies and procedures are in place to monitor and address health and safety issues. Staff pay good attention to health and safety in lessons and when pupils cross the main road to the playing field. Arrangements for first aid are good, in particular the practice of taking a first aid kit over to the field each lunchtime. Clear procedures are in place for any pupil who becomes ill in school and for dealing with accidents.
- 48 Throughout the school there is good support for pupils with special educational needs. Their needs are identified at an early stage and are well supported. Individual education plans are clear and well focused so that pupils are able to make good progress. They are shared with parents. However, the targets in individual education plans are not reviewed sufficiently frequently to ensure that all pupils make the best progress of which they are capable. Teachers and support staff ensure that pupils are able to understand their work and provide sensitive help when needed. The school works closely with outside support services, such as that for physically disabled pupils, to ensure that specific needs are well met.
- 49 The school promotes the importance of prompt, regular attendance very well. Absence is monitored regularly, ensuring that levels of attendance are consistently good. Any unexplained absence is followed up but in almost all cases parents inform the school promptly. Lateness is also monitored but is infrequent. Any emerging patterns of absence or lateness are followed up promptly. The school discourages parents from taking their child out of school on holiday but despite this around four parents out of ten do so.
- 50 Procedures for monitoring and promoting good behaviour are good. The behaviour policy and school code of conduct provide a simple framework for achieving and maintaining good behaviour. Teachers and other adults provide good role models for pupils, who clearly understand how they are expected to behave. They are well motivated by the family atmosphere, teachers' expectations and by the praise and rewards they receive. Older pupils are expected to take care of the younger ones and do so willingly. The school makes good use of the behaviour support service in cases where behaviour is a cause for concern. Pupils are encouraged to understand their behaviour and take responsibility for it. Parents are informed and involved at an early stage when there are concerns. Almost all parents agree that the school achieves high standards of behaviour and believe that the strong family atmosphere fostered by the school is a significant factor in this. Parents are also happy that the school helps their child to grow in maturity and to take responsibility.

- 51 Procedures for eliminating bullying, racism and sexism are very good. They are based on the respect pupils are encouraged to show to their peers and strengthened by the very good quality of relationships. Pupils and their parents are confident that, when bullying does occur, it is dealt with promptly and effectively. ‘Circle time’ and assemblies are used well to address any issues that are causing concern.
- 52 Procedures for assessing pupils’ attainment and progress are very good. This is an improvement since the last inspection when assessment in the core subjects was considered to be satisfactory. Now, there is a coherent, overall approach, which includes an ‘Assessment Week ‘ when pupils produce pieces of work that are formally given a National Curriculum level. The results of these assessments are used to give targets to groups of pupils that will enable them to improve their performance.
- 53 Children take the base line assessment test in reading, writing, speaking and listening, mathematics and personal and social development; when they start school. A file on children’s individual performances through the Foundation Stage is analysed. Progress, through the nationally- recommended ‘stepping stones’ towards the Early Learning Goals is highlighted. Teachers forecast the National Curriculum levels each child is expected to reach when they are seven years old.
- 54 A key issue at the last inspection was to use information from assessment to inform future planning of the work set to pupils. Assessment now informs the teachers’ weekly planning so that work is closely matched to pupils’ levels of attainment. Tracking and monitoring of pupils’ performances in the national tests are very thorough. Samples of pupils’ work in all subjects are systematically analysed by both class teachers and subject co-ordinators to ensure that pupils are reaching the required levels of attainment. This sampling also shows teachers where teaching has been most successful and where there is need for review. Teachers have non-teaching time to analyse the progress made by pupils in the subjects for which they have responsibility, and to give feedback on their findings to the rest of the staff. The use of assessment to inform and guide lesson planning is good.
- 55 Procedures for supporting pupils’ academic progress are good. These procedures helped temporary teachers to provide appropriate work for the pupils in class tracking of pupils’ progress over time is detailed and includes samples of work. The pupils have folders titled ‘The Tree of Life’, which includes their achievements over time and the whole curriculum as well as their last English and mathematics test results. At the end of each week pupils share their achievements with their class mates. There are extra classes for Year 6 pupils in English and mathematics to boost their attainment. Each year group are given targets in English and mathematics that are shared with the pupils and the parents. Higher attainers are given extra targets to reach. Pupils with special educational needs also have targets within their individual education plans. Pupils from traveller families are generally given the year group targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 The responses to the parents’ questionnaire, discussion at the parents’ meeting and

conversation with parents during the inspection all indicate that parents are supportive of the school. Those parents who made their views known are unanimous that the teaching is good and that the school expects their child to work hard and achieve his or her best. Almost all state that the school achieves high standards of behaviour, that their child likes school and is making good progress. Most parents state that the school is helping their child to become mature and responsible. Inspection evidence supports the positive views expressed by parents.

- 57 Parents also raised some concerns. A significant proportion stated that the school did not provide an interesting range of activities outside lessons. A smaller number said that they were not kept well informed about the progress their child is making. Some expressed concern at the parents' meeting that their child was not given the right amount of homework, but no-one indicated on their questionnaires that this was so. A small proportion stated that the school did not work closely with them, that the school was not well led and managed and that they did not feel comfortable about approaching the school with any concerns. Inspection evidence shows that the range of activities provided outside lessons, including visits, is similar to other schools and is good for a school of its size and location. This is especially so given the small number of staff. Parents have open access to teachers to discuss the progress their child is making at any time during the school year. However, annual reports do not consistently report on progress in every subject. Homework is set according to a timetable and all parents were consulted before the new policy and procedures were put into place. The amount is broadly in line with that set in primary schools nationally. There is no evidence to support those parents who feel that the school does not work closely with them or that staff are not easy to approach; parents are routinely consulted about changes to school procedures and some members of staff are always outside when parents pick up their children to listen to any concerns parents choose to raise. Inspection evidence shows that the school is very well led and managed.
- 58 The school has established a number of good links with parents. A particular strength is the way that the school seeks parents' views before implementing new policies or procedures. Parents were consulted about the proposed change of uniform supplier as well as about the home-school agreement, homework policy and other issues. This encourages parents to be active partners in the life of the school. Parents of pupils new to the school, whether in the reception class or higher up the school, feel especially welcome. Staff are careful to explain the school's expectations to traveller families and to listen to their opinions and concerns. The partnership is also strengthened by the teachers' presence outside at the end of each day so that information can be exchanged and any problems discussed at an early stage. The school has established a list of parents willing to share their expertise with pupils. The Friends' Association is a successful group that holds social and fund raising events throughout the year. The Friends' committee is consulted when decisions are made about how the considerable sums of money raised are spent. Support for events is very good both from parents and from the wider community.
- 59 Parents are encouraged to help children at home and pupils have a reading record and a homework diary that keep parents informed about the work their child is expected to do. These can be used as a means of daily communication between home and school. Parents

have a formal opportunity to consult with their child's teacher in the autumn term. Attendance at these meetings is very high. The school holds an open evening after reports are issued so that parents and children may come in to share the work pupils have done. Parents may also discuss the annual report with the teacher, on a separate occasion, if they wish to do so. However, there is a long gap between the two events and some parents rightly feel that a meeting in the spring term would help them to be kept more fully informed and involved. The school informs parents at an early stage of any concerns regarding learning, behaviour or attendance.

- 60 The school provides a good range of information for parents. The school prospectus and governors' annual report to parents are both attractively presented and well-written documents. However, neither contains the full range of required information. For example, the governors' report does not include comments on the progress of the action plan following the previous inspection. Newsletters are frequent, well produced and informative. They provide a range of information about forthcoming events and curriculum topics, remind parents about school procedures and holiday dates as well as celebrating the school's and pupils' achievements. Some parents complained that newsletters, previously sent home in pupils' book bags, did not reach them. The school now hands newsletters out as pupils leave the building and there is a reply slip for parents to confirm they have received them. This is a good example of the school responding to parents' concerns. Parents are routinely informed of any incidents at school and are contacted promptly if ever their child is unwell. Parents of pupils with special educational needs are informed as soon as there is a concern and are involved at all stages with their child's individual education plan.
- 61 The quality of the annual progress reports on pupils is satisfactory overall. Reports show that teachers have a very good knowledge of their pupils and usually indicate their strengths and weaknesses clearly. In Years 1 to 6, comments on English, mathematics and science are usually detailed and provide a clear picture of attainment. However, comments in other subjects are brief and do not consistently provide sufficient detail about the standard the pupil has achieved. Reports have a separate section for reporting general progress. However, few comments relate specifically to progress within each subject area. Targets for improvement are included but are not always sufficiently specific to guide future progress. Good numbers of parents take up the opportunity to discuss their child's progress at the open evening after the issue of reports.
- 62 Parents are welcome to help in a variety of ways. For example, a parent helps with food technology lessons and another with art and design. Some parents come in to help listen to reading. Parents help willingly on trips and visits. They are also keen to attend events such as school concerts but numbers have to be restricted because of fire safety regulations. Fewer parents attend the special assemblies held regularly. Parents support their children's learning by listening to them read at home, helping them to learn spellings and times tables and to find out information about specific topics.
- 63 The school has sustained the good partnership with parents reported after the previous inspection. It works hard and with success to involve parents actively in the work of the school through regular consultation.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 64 The leadership and management of the school are both very good. The headteacher has a very strong, clear vision of the educational direction for the school that is shared with the staff and the governors. She has managed a long period of unsettled staffing extremely well. The management of the repeated absence of one member of staff, a succession of supply teachers and the appointment of a new permanent teacher has been handled sensitively. She has had to spend much time on organisation and supervision because of the total lack of mealtime supervisors and a caretaker, but this has not prevented her from rigorously pursuing the educational aims of the school. More work has also fallen to the headteacher because the governing body has not had a full complement of members, yet all the work of the school has kept to its timetable. This is very commendable.
- 65 The school's aims and objectives, to promote high standards for all pupils within a broad curriculum, are reflected very well in everything the school plans and does. The school has thorough and detailed procedures for carrying out its routines and for implementing further developments. These are reflected in a well-structured school development plan (SDP). This detailed and careful planning helps the school to handle a wide range of eventualities well, although some major problems of staff absence have hindered developments and resulted in some standards being lower than planned. This thorough planning is a strength of the management.
- 66 The school's strong commitment to equality of opportunity for all pupils is shown in the way in which lessons are planned with appropriate activities for each year group in mixed-age classes, the inclusion of a pupil with physical impairment in all activities, including physical education, and the support given to those pupils with special educational needs and the work planned for higher attainers.
- 67 The school has a very good, clear structure of delegation that is known by all those who work in the school. All staff have detailed job descriptions that set out their responsibilities as a class teacher and as subject co-ordinators. All teaching staff have several subjects to co-ordinate. They write useful policies and helpful schemes of work, establish targets for each year group, provide adequate resources and check teachers' planning of work to be done in the subject. Staff monitor pupils' progress through tracking attainment in samples of work, looking at work in books and at the range and quality of work that is shown in displays. The development of this process as a tool for improving pupil performance has been hampered by extended staff absence. Staff appreciate the time out of class that they have been given to monitor teaching and learning, to visit other schools and to fulfil their curricular roles.
- 68 The governing body fulfils its statutory duties in a satisfactory manner. Good use is made of the local education authority's governor training programme. Governors are fully involved in planning the school's priorities through the school development plan (SDP). They are kept very well informed by the headteacher of the direction the school needs to take and ensure that the SDP supports and promotes that. Governors understand most of the strengths and weaknesses of the school well through the weekly meetings between the headteacher and

the chair and through the headteacher's comprehensive reports. They monitor closely the progress of the SDP, questioning the impact on pupils' achievement and progress. As yet they do not fully understand the reasons why pupils do not attain better results in national tests or how much the building restricts the delivery of the curriculum. There have been many changes recently in the membership of the governing body and there are still vacancies. This prevents it being as effective as it should. The governors have supported the headteacher in addressing the key issues from the previous report.

- 69 There has been a good, systematic programme to monitor, evaluate and develop the quality of teaching, mainly in English and mathematics, undertaken by the headteacher. This has been supported by the generous programme of in-service training made available to all staff and linked to the SDP and performance management. This has resulted in a rise in the overall quality of teaching. As yet this has not impacted consistently on raising the pupils' standards in national tests, largely because of the long-term effects of the relatively slow progress in class 2 during the four year period of unstable staffing. Pupils in Year 6 still show evidence, in some areas of English and mathematics, of lack of understanding through work not well covered, while pupils in Year 4 have enormous gaps in their mathematical knowledge and are especially poor in their ability to use mental processes and their understanding of number patterns.
- 70 The school now has in place rigorous systems to analyse test results and monitor standards in all subjects. The results from end of year tests and National Curriculum tests are analysed, areas for improvement noted and curriculum planning revised to take these into account. There are year group targets for attainment in English and mathematics. The school is now ready to put in place individual and/or small group targets for these subjects.
- 71 The school has informal arrangements for the induction of new staff. As the staff is small these work very well. Newly qualified staff attend the local education authority's training programme. In school they have a trained mentor to support them. A similar system operates for the students on initial teacher training.
- 72 Performance management is well established within the school. All staff targets are effectively linked to the SDP. The governing body's arrangements for setting performance targets for the headteacher are good. These are also linked to the SDP and cover all the major areas of leadership and management.
- 73 Appropriate priorities and targets for the improvement of attainment are identified very well within the SDP. This is meticulously reviewed annually and very good action is taken to improve provision for enhancing pupils' performance. The recently achieved stability in staffing is helping the effectiveness of this well-planned provision.
- 74 The budget is linked very closely to the SDP and all spending is targeted very carefully. The way the financial planning supports the educational priorities of the school is very good. The school has moved from a deficit budget to one with an appropriate carry-forward in the four years since the previous inspection. There is very good financial control and administration of the school's budget by the finance committee and the administrative staff. Staff make

good use of information and communication technology in many aspects of their work. All specific grants, for example for special educational needs, are used very well to support their designated use. The headteacher has worked hard to get extra funding through grants and sponsorship that are used to enhance provision.

- 75 Governors try to ensure that best value is obtained by the school for all its expenditure. Use is made of the local education authority's recommended contractors and suppliers. Three tenders are obtained for all work, prices and specifications compared and a decision taken. Less emphasis is placed by the governors on ensuring that spending improves attainment.
- 76 There is now a sufficient number of suitably qualified permanent teachers to teach and support the age range. The strong team of full and part-time teaching staff has a clear understanding of its roles and responsibilities. All are qualified and well deployed, and most are very experienced at teaching this age group.
- 77 The school employs three part-time teaching assistants, who provide valuable support to pupils of lower ability or to those with special educational needs; this includes individual support to pupils in accordance with their statements of special educational need. Pupils from traveller families are well supported by all staff and by the local education authority's travellers' support teacher who visits the school to give advice to staff. The special educational needs co-ordinator and the headteacher carefully plan the use of the assistants' services.
- 78 The accommodation is unsatisfactory. Though the school makes good use of its available space, it is inadequate for all the equipment and activities that are required for the National Curriculum. There is no school hall or other designated area that can be used for activities such as assemblies, physical education lessons or lunches. This means that classrooms have to be used for these activities. Pupils are well used to moving furniture to prepare for these events but time is lost from lessons while they do so. Classrooms cannot be organised in a way that helps pupils to have quick access to resources, and to display their work, especially three-dimensional work, in a way that celebrates their achievement. The children in the Reception Year cannot leave in place structures they have built or work they are completing when their room is used for assemblies and music lessons. Pupils, especially those in the class 2 whose room is used for physical education lessons and lunches, find it hard to feel ownership of their room. The library is rather small. It is also the main entrance into the school and is used for teaching small groups of pupils during the mornings. There is little space to display books invitingly or to have soft seating for pupils to browse through books. The building now has a permanent ramp to allow access for the disabled. The playground is small, but it has been resurfaced and has markings for games. Sheds, no longer in use, take up a lot of playground space. There is no separate outside play area for the children in the Foundation Stage. This is unsatisfactory. The school uses a large field across the main road at lunchtimes and for physical education. It is sometimes used for other lessons, such as science, but is still underused. There is no shade on the field and on some days the heat is too fierce for pupils to use without forms of sun protection.
- 79 At the last inspection, resources were judged to be good overall, and the current position is

similar. Resources are now satisfactory in science, geography, history and religious education. They are good in English, mathematics, art and design, design and technology and music physical education. Equipment for physical education is satisfactory though the accommodation is not. The school's stock of computers is adequate and appropriate to pupils' needs. The resources for the children in the reception class are old and inadequate to meet the requirements of the Early Years curriculum, especially for physical education. Pupils' education is enriched by a range of sporting and residential trips and cultural visits. The premises are enhanced by attractive, imaginative displays, though the building restricts these from being at a height where pupils can see them easily and interact with them. Resources, including staff, are managed effectively to support pupils with special educational needs

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

80 In order to improve the overall quality of education the headteacher, governors and staff should:

- (1) Raise standards in English, mathematics and science by :
 - ensuring that all pupils get consistent, good teaching in all classes over time, *[See paragraphs 23, 69, 118]*
 - marking work in books so that pupils understand what they can do to improve, *[See paragraphs 26, 31, 117, 129, 135, 154]*
 - setting individual, as well as year group targets, so that pupils know what they have to achieve. *[See paragraphs 24, 70, 129]*

- (2) Continue to work for improvements in the accommodation so that:
 - classrooms can be used properly all the time, *[See paragraphs 78, 141, 148, 160, 169]*
 - teaching time is not lost while furniture is moved, *[See paragraphs 78, 169]*
 - all the aspects of the physical education curriculum can be taught effectively, *[See paragraphs 78, 79, 99, 169]*
 - provide enough resources for the children in the Reception Year to have proper access to the whole of the Foundation Stage curriculum, especially the area of physical development. *[See paragraphs 78, 79, 85, 99]*

81 PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	12	4	0	0	0
Percentage	0	20	60	20	0	0	0

Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	72
Number of full-time pupils known to be eligible for free school meals	n/a	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	9

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	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	6.2
National comparative data	0.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment

Because of the small number of pupils in each year group no comparative data with national results is included in this report.

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	72
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)	3.5
Number of pupils per qualified teacher	18
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	50

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	210917
Total expenditure	199945
Expenditure per pupil	2739
Balance brought forward from previous year	19824
Balance carried forward to next year	30797

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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

Number of questionnaires sent out	72
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	6	0	0
My child is making good progress in school.	53	41	3	0	3
Behaviour in the school is good.	47	50	3	0	0
My child gets the right amount of work to do at home.	41	41	0	0	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	38	32	26	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	26	9	6	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	38	41	12	3	6
The school is well led and managed.	50	35	12	3	0
The school is helping my child become mature and responsible.	53	38	6	3	0
The school provides an interesting range of activities outside lessons.	26	32	24	12	6

Other issues raised by parents

No other issues were raised.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 82 The children start school in September if they are five or become five during the term. Children who are five by the end of the school year begin school in January. There are currently nine children in the Reception Year. These children are in a class with eleven Year 1 pupils. There is one teacher and no classroom assistant. Attainment on entry is average.
- 83 Good provision is made for the children by giving opportunities for parents and their children to visit the reception class before starting school. Pre-school visits include one morning when they stay for dinner. The teacher works closely with the parents who are welcomed into the school for initial and termly meetings. Parents receive information charts and guidelines on how to help their children.
- 84 The teacher knows and understands the national Early Learning Goals and plans the curriculum to reach them. Records of each child's progress are kept in the six areas of learning, highlighting the steps the children have passed. The children are on course to reach the Early Learning Goals in all areas. Some have exceeded them in communication, language and literacy and mathematics and they are already following the National Literacy and Numeracy Strategies by the time they move into Year 1.
- 85 Resources for these children are inadequate to meet the Early Years curriculum. Many of the resources are old and rather too well used to be attractive to the children. The school has begun to purchase more appropriate resources but there are still areas of the curriculum, for example, the scientific elements of knowledge and understanding of the world, that are under-resourced. There is no safe, secure outdoor area for the children to use for all areas of the curriculum, but especially for children's physical development. The children do not have access to resources for physical development on a daily basis. This is unsatisfactory.

Personal, social and emotional development.

- 86 Skilful teaching enables the children to feel confident about what they can achieve. Relationships are strong so that the children are able to try things, initiate ideas and speak in a group. Everyday routines, such as 'circle time', encourage a feeling of belonging. They are aware of their needs and are sensitive to the needs of others. For example, in a circle game about warm thoughts, the children had to say something nice about the child on their left. The children's remarks were all positive, such as "he is my friend," "she looks after me at playtimes". They know that their thoughts and words are valued. Sensitive teaching gives the children self-confidence and self-esteem.
- 87 Opportunities for children to reflect are provided. They passed a silver box round their circle and considered what they would like there to be in the box. All the children were

given time to think and everyone's ideas were celebrated. Wishes included a puppy, God, Jesus and peace.

- 88 Good teaching interests and motivates the children to learn well. They work hard, concentrate well and develop good attitudes to working. The teacher listens carefully to what the children have to say: modelling the school rule, 'when one is speaking, everyone is listening'. The children can work as part of a group, take turns and help each other. The teacher promotes personal development effectively, by ensuring that the equipment and resources are easily accessible. Generally, resources are old and need replacing. The children are well on course to reach the Early Learning Goals by the end of the Reception Year.

Communication, language and literacy.

- 89 This area of learning is well taught. By the end of the Reception Year, most children will have exceeded the Early Learning Goals and will be following the National Literacy Strategy. Children with special educational needs are still working through the national 'stepping stones' of the Early Years curriculum.
- 90 The children enjoy listening to and using written and spoken language. They readily turn to it in their play. For example, in follow up work from looking at their faces to see similarities and differences, they used language to imagine they were artists, painting portraits in a studio. Children listen with enjoyment and respond to stories, songs and rhymes. Effective questioning by the teacher encourages the children to give extensive answers in sentences. They are very keen to join in and can offer opinions. When one of the children was showing her special fan, they were excited to comment that "it is very beautiful". Very good relationships make the children confident so that they can respond to what they have heard and are ready to speak in front of a group.
- 91 The children are good at learning and using sounds. Most of them can hear and say initial sounds at the beginning, middle and end of the words. Direct teaching of the basic skills is good so that the children can link sounds to letters and make words. Good teaching makes the lesson fun. For example, in a 'change the word' game the children changed the letters in 'sack' to make new words that the teacher called out. They enjoyed playing the game till they got back to the first word and came full circle. Elements of the Literacy Framework are well used so that a good knowledge of phonics is developed through effective work at word, sentence and text levels. Most children can read a range of familiar and common words and simple sentences independently. They enjoy guided reading with the teacher. There is a large range of graded early readers that the children take home to read with their parents.
- 92 In the Reception Year the teacher writes with the children. This gives the children confidence to write stories in the writing area. Most can hold a pencil correctly and write their own names. Many can copy the stories they have written with their teachers. The children attempt to write for different purposes such as news writing on things they like. Emergent writing is phonetically correct. Many children can write simple, regular words and make a good attempt at more complex words. Letters are recognisable and most are

correctly formed.

Mathematical development

- 93 Good teaching with effective planning and organisation enables the children to make sound progress. In this area of learning, many are well on course to reach the Early Learning Goals by the end of the Reception Year and some have already exceeded them. Lively teaching keeps a good pace so that the children are keen to join in the counting games. Most can count accurately up to 50 and recognise and order numerals up to 20. The teacher develops mathematical language so that the children understand *one more* and *one less*. In practical activities, the children use this vocabulary well in adding, subtracting and sharing. When six children were sharing three erasers at the drawing table, the children knew that there was one eraser between two. The teacher chooses subjects that interest the children so that they are keen to learn. The children know how to make a 'tally gate' when they are recording their favourite sport.
- 94 The teacher helps the children to see mathematics all around them. They can talk about, recognise and recreate simple patterns. Mathematical ideas and methods are used to solve practical problems. The children balanced a teddy bear with multilinks and then with cotton reels and made a graph to show the difference. They can sort objects into colours, size and kinds. Working with the information and communication technology student, the children used the program, *Lesson Maker*, to sort and classify animals.

Knowledge and understanding of the world.

- 95 Children enter the school with a basic general knowledge. They build on this knowledge by observing and finding out about the place in which they live. In science, the children have been learning about space. A poster about the solar system and a display of books help the children to know why things happen. Through studying caterpillars they learn about living things. They use magnifying glasses to see how the caterpillars grow and change. Effective questioning enables the children to notice similarities and differences. The children can use all their senses when investigating objects and materials.
- 96 The children understand that time passes by recording their shadows at different times of the day. They can build and construct with a wide range of objects, selecting appropriate resources. When building a large rocket, they chose sponge to make the body. The children selected tools and techniques to shape, assemble and join the materials they were using.
- 97 The children use technology with confidence when supported by an adult. They enjoy listening to music on the music centre and using the computer.
- 98 In this area of learning the children make good progress and are well on course to reach the Early Learning Goals by the time they enter Year 1.

Physical development

- 99 There is no separate secure outside area for the reception children to work and play. As there is no classroom assistant a group of children cannot work and play outside while others do so indoors. The school has plans to further develop outdoor play for these children. The children make good use of the school field at dinner times with the large wheeled toys and small games equipment. There are limited opportunities in one of the classrooms to use benches for climbing, jumping and landing during physical education lessons.
- 100 Manipulative skills are well developed so that the children can handle tools, objects, construction and malleable materials safely with increasing control.
- 101 By the time the children enter Year 1 they will be on course to reach some of the Early Learning Goals, but not those that refer to developing confidence using a range of large and small apparatus.

Creative development

- 102 In this area of work the children make good progress in exploring colour, texture and space. The rockets that the children have made show that a wide range of materials is available for collage work. Paper, cardboard, materials, foil and glitter are used creatively in the display. The children use pastels and chalk in decorating their rockets and pencils and crayons in drawing their self-portraits. The teacher encourages the children to experiment in making colour ranges by mixing the powder paints.
- 103 The children know many songs, which they sing tunefully, with good rhythm and dynamics. They learn the names of the percussion instruments and enjoy accompanying the music and exploring how sounds can be made quieter or louder, slower or faster. In playing 'thunder and lightning' the children experimented in making the sounds match the words. They are confident in playing before an audience.
- 104 The teacher encourages the children to use their imagination in drama, dance and creative play. They respond to things they see, hear, touch and smell in a variety of ways. By the end of the Reception Year the children are on course to reach the Early Learning Goals.

ENGLISH

- 105 The number of pupils in each year group is very small. This means that there is usually much variability in the performance statistics from one year to another. Therefore the analysis of national test results has also been considered over more than one year.

- 106 The results over the last three years of the national tests for seven year olds show that standards were above the national average in reading and close to it in writing in comparison with all schools. The results of the 2001 national tests for seven year olds show that standards were close to the national average in reading and below in writing in comparison with all schools. When compared with similar schools the standards were below the national average in reading and well below in writing. The number of pupils reaching the higher Level 3 was below the national average for reading and writing. In national tests, girls and boys perform about the same in reading but boys perform better than girls in writing. The school judges that, from teachers' assessments of their work so far, pupils' results this year will show an improvement on last year's results. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching Level 2 and above is greater than last year. Inspection evidence confirms this, showing that the majority of pupils are attaining broadly in line with standards typically found at the age of seven.
- 107 The results over the last three years of the national tests for eleven year olds show that standards were close to the national average in English in comparison with all schools. The results of the 2001 national tests for eleven year olds show that standards were below the national average in English in comparison with all schools. Standards were well below when compared with similar schools. The number of pupils reaching the higher Level 5 was well below average. In national tests, girls performed less well than boys. Inspection evidence shows that the majority of pupils in the current Year 6 are attaining standards similar to those typically found at the age of eleven. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching Level 4 and above is about the same as last year.
- 108 Standards of current work, seen in lessons and pupils' books, in most aspects of English are now in line with national expectations for pupils aged seven and eleven. At the last inspection attainment was better in speaking and listening and reading than in writing. Findings in this inspection are that there is satisfactory improvement in speaking and listening and reading but writing is still below expectations. Teaching is good overall so pupils learn well and make good progress. Pupils with special educational needs make good progress.
- 109 The school works very hard to help pupils improve their language skills. It places great emphasis on the ability to read and write well. Strategies for teaching literacy are effective. The school is successfully following the guidelines in the National Literacy Strategy. Literacy skills are used well in subjects such as science, history, geography and religious education.
- 110 Pupils' attitudes and behaviour are very good. Teachers choose subjects that interest the pupils so that they are keen to learn. For example: in learning to write formal and informal letters the pupils in Years 2 and 3 were asked to write to David Beckham or Britney Spears. The pupils enjoyed the lesson, worked hard and concentrated well. They work very well together in small groups and have good ideas, which they share with the group. All listen carefully to each other.
- 111 Younger pupils listen well and are confident in joining in discussions. They begin to be aware of the needs of the listeners and include relevant details in their answers. Teachers effectively use role play to develop speaking and listening skills. After listening to a tape

about caring for the environment, older pupils developed their ideas by taking on the roles of the concerned. The teacher encouraged the pupils to act their responses in the role and imaginatively explore ideas of care. Sensitive teaching enables pupils to talk about warm thoughts and feelings in 'circle times'. Pupils can talk and listen with assurance in a wide range of situations. They are able to offer extended answers and to report back to the class on their work. In talking to visitors they show self-confidence and maturity when they describe their feelings about the school.

- 112 For most pupils standards in reading are similar to those typically found for pupils aged seven. Lower attaining pupils use the pictures to help them to read. They are hesitant but attempt to read independently with adult help. Knowledge of the initial sounds of the letters helps them to recognise words. They enjoy reading and can talk about the story and the characters. Above average pupils can read a variety of texts and pass opinions on them. They have a large sight vocabulary of common words and can work out unknown words by using phonics, meaning and picture clues. They read with reasonable fluency and expression, paying attention to punctuation.
- 113 Reading standards of pupils aged eleven are similar to those typically found in pupils of this age. They can read independently and use the pictures and other strategies to read unfamiliar words. The majority of pupils can self correct and predict. They read fluently and with expression. Responding to a range of books they can talk about their favourite authors with enthusiasm. Events and ideas in the story are understood and pupils can refer to the text to justify their views.
- 114 The teachers use guided writing well to improve standards. Pupils are encouraged to develop their personal writing skills and are taught how to write for a variety of purposes.
- 115 Younger pupils can re-tell a story with good descriptions. They enjoy personal writing and making up their own stories. Teachers organise resources to help the pupils, including word banks, suggestion cards and dictionaries. Word work improves spelling, punctuation and grammar. Pupils can write three sentences, using capital letters and full stops. The teachers encourage the pupils to write creatively by giving ideas on good titles such as 'Big City Times: Shepherd dog rescues baby'. Pupils keep book reviews, recording the title, the author, their opinions and their favourite part.
- 116 Scrutiny of pupils' writing in Year 6 shows that they can write for different purposes. They can write descriptively on events in a story, make notes from information books and evaluate poems. The teachers provide opportunities for pupils to write imaginatively, with titles such as 'A baby-sitter's hell'. Pupils follow the story conventions: for example, '*As I enter*'. They use rich language, '*when the beams of the sun meet*' and '*a pool of death*'. Very good relationships with the teachers gives the pupils confidence to write about their emotions. 'A new school year' tells of their fears on moving to the secondary school. Words are chosen for effect, sentences are complex, and grammar and spellings are usually correct. A good range of conjunctives and adverbs are used effectively by most of the pupils.

- 117 Good marking not only corrects spelling and punctuation, but tells the pupils that their work is valued and interesting with remarks such as '*I expect Hughie and Matthew were glad they wouldn't have to baby-sit again*'. Sometimes marking does not help pupils know what they have to do to improve. There are regular assessments of the pupils' writing and pupils are given new targets.
- 118 Many Year 6 pupils cannot structure their writing into paragraphs. Complex words are often mis-spelt and apostrophes and inverted commas are not used accurately. The development of writing has been a priority over the last year. However, the lack of previous teaching that built carefully upon the skills pupils had already mastered, has left these pupils with gaps in their knowledge and poor grammar and spelling skills. Time in lessons often has to be spent unexpectedly explaining points that pupils should have grasped in previous years.
- 119 Hand-writing is taught throughout the school. Year 2 pupils are introduced to the school's joined style of writing. By the end of Year 6, pupils' handwriting is joined, legible and consistent. Books contain good examples of individual targets for improvement: 'try to keep your words to the same height'. Spelling is taught using the 'Look, Cover, Write, Check' method. Pupils are expected to learn spellings at home.
- 120 The literacy co-ordinator has monitored plans, sampled work and observed lessons. Resources have been reviewed and evaluated and new resources purchased. Overall they are good.

MATHEMATICS

- 121 The number of pupils in each year group is very small. This means that there is usually much variability in the performance statistics from one year to another. Therefore the analysis of national test results has been considered over more than one year.
- 122 The results over the last three years of the national tests in mathematics for seven year olds show that standards were just below national averages in comparison with all schools. The results of the 2001 national tests in mathematics for seven year olds show that standards were just below national averages in comparison with all schools. When compared with similar schools the standards were average. The number of pupils reaching the higher Level 3 was also below national averages. In national tests, boys perform better than girls. From teachers' assessments, it is expected that this year's results will show an improvement on last year's results. The unvalidated data for the 2002 tests indicates that all pupils reached Level 2 and above. Inspection evidence confirms that the majority of pupils are now attaining just about the standards typically found at the age of seven.
- 123 By the end of Year 2 many of the pupils can identify odd and even numbers, explore relationships in number patterns, add and subtract, measure using metres and centimetres and can identify halves and quarters. Some of the higher attaining pupils understand the value of hundreds, tens and units and are developing an awareness of the passage of time to the nearest five minutes. They understand the inverse of operations using addition and

subtraction and can round up and down to the nearest hundreds. They identify two and three-dimensional shapes. The more able pupils, working within the higher Level 3 know which shapes have right angles and where the lines of symmetry are. These pupils also know 2, 3, 4, 5 and 10 times tables.

- 124 The results over the last three years of the national tests for eleven year olds show that standards were close to the national averages in mathematics when compared with all schools. The results of the 2001 national tests for eleven year olds show that standards were below the national averages in mathematics when compared with all schools and with similar schools. The number of pupils reaching the higher Level 5 was well below average. Inspection evidence shows that the majority of pupils in the current Year 6 are attaining in line with the standards typically found at the age of eleven. The unvalidated data for the 2002 tests indicates that the percentage of pupils reaching level 4 and above is better than last year.
- 125 By the end of Year 6 most pupils understand the relationship between vulgar fractions, decimal fractions and percentages. They work out the percentage discount obtainable when buying an item in a sale. They calculate the areas of regular and irregular shapes and construct shapes such as parallelograms and pentagons. They know how to rotate and translate shapes. They calculate sums in number, decimals, weight and length using the four rules. They draw angles carefully and know which are acute, obtuse and reflex. Less able pupils attempt the same work but during lessons complete less than their class mates, often make more mistakes and at times misunderstand the concept to be learnt. Higher attaining pupils master new work quickly, applying previous knowledge to it and complete enough examples to ensure they remember new concepts.
- 126 Numeracy skills are similar to those typically found in pupils of this age. There are some opportunities for pupils to develop their numeracy skills in other areas of curriculum. Measurement of length using centimetres is used purposefully in a design and technology and there are some links in science and geography.
- 127 In all lessons pupils persevere with their work. Their positive attitudes, good behaviour and general eagerness all contribute to the effectiveness of their learning and throughout the school they are generally compliant. Throughout the school pupils with special educational needs generally make progress commensurate with their ability. Most pupils make good progress in lessons because they now receive good teaching.
- 128 Overall, the quality of teaching of mathematics and numeracy observed during the inspection was good. In all lessons seen the quality of teaching was satisfactory or better. One example of good teaching was observed in Year 2 and one example of very good teaching was observed in Year 6. In all lessons teachers share the key objectives of the lesson and any new vocabulary with the pupils and plan their teaching in accordance with the recommendations in the National Numeracy Strategy. In Year 6 where the teaching was very good the pupils responded well to searching questions that probed their understanding and challenged their thinking about the number that the teacher had written secretly on a board. In this situation the teacher was clearly aware of the logical thinking that the pupils

were developing and knew how to help them improve further. The good teaching in Year 2 ensured that pupils' interests were maintained throughout the lesson and that the work was well matched to the abilities of the pupils. Tasks and instructions were explained carefully ensuring that the pupils were clear about what was expected of them. The plenary was used efficiently to enable pupils of differing abilities to share what they had learned. For example, pupils were able to solve two-step word problems using the knowledge they had gained during the lesson.

- 129 Targets are set for year groups on the advice of the local education authority. Higher attaining pupils have extra targets set and pupils with special educational needs have extra targets within their IEPs. The school is not yet setting personal targets in mathematics for individuals. Pupils' progress in mathematics is assessed using end-of-year tests as well as regular assessments. A scrutiny of the pupils' books indicates that whilst almost all of the pupils' work is marked frequently the marking rarely indicates what they need to do to improve their work. It is mostly concerned with the neatness of work and the amount that has been completed.
- 130 The co-ordinator has observed lessons in the school and in other schools. This has enabled her to understand the standards that can be attained by pupils. Resources are good. During the inspection good use of small whiteboards and number fans was seen during the mental and oral parts of the lessons.

SCIENCE

- 131 The 2001 Year 2 teacher assessments indicate that standards achieved by seven year olds were below the national average and below the standards achieved by pupils in similar schools. This is largely because pupils had had inconsistent teaching for a year due to frequent staff absence. The national test results for eleven year olds in 2001 show that standards achieved were above the national average and well above when compared with similar schools. The year 2001 cohort of pupils achieved standards higher than those for the previous three years. Evidence from this inspection shows overall standards in the current classes at the age of seven and eleven to be in line with those expected. This is the same as at the time of the previous inspection.
- 132 Pupils in Year 2 had good recall of the previous lesson, remembering that magnets have poles called north and south. Some pupils remembered the words '*attract*' and '*repel*' and could explain what they meant. As a class they tested gold and silver jewellery and were surprised to find they did not attract magnets. They were able to hypothesise that some metals attract magnets. Pupils are very enthusiastic about science. At the end of the lesson one boy turned to his neighbour and asked, '*Do you like science?*' When he nodded the first boy sighed contentedly and replied, '*It's good isn't it.*'
- 133 Year 6 had visited the local Nature Centre and been taught how to identify mini-beasts. They had good recall of the ones they had found and how to classify them. Pupils worked in mixed aged pairs to study a variety of habitats, for example, short grass, long grass and hedges. They collected mini-beasts using pipettes, magnifying jars and nets carefully and

correctly. Back in the classroom they were able to identify many creatures using reference books. They took digital photographs of the creatures they did not identify for identification later. At the end of the lesson the pupils knew they should return all the mini-beasts to their habitats.

- 134 Other work done in Year 6 included a study of the germination of dandelion seeds, seed dispersal, the life cycle of flowers and butterflies, structures of plants and a comparison of the gestation and dependency periods of a range of animals. The work recorded was factually accurate and contained one example of an experiment about conditions for the germination of seeds. Pupils had also studied shadows, light and sound. They understood the difference between reflective and non-reflective surfaces. Work on electricity included making circuits and buzzer alarms. Following the work on alarms one pupil wrote, *'The buzzer worked because foil is a conductor of electricity'*.
- 135 Teaching was good in both lessons seen. Characteristics of both lessons were the development of the pupils' use of scientific vocabulary, the good subject knowledge of the teachers and the effective teaching methods. Management of pupils was very good because in both lessons pupils were working outside the classroom and were very well behaved. A satisfactory range of resources were well organised and pupils used them carefully. Pupils made good progress during lessons. Their books and the teachers' records show that they have over time acquired good range and standard of subject knowledge. Teachers assess pupils' knowledge and skills regularly at the end of each unit of work. Targets are given to year groups so that they know what they must attain. Teachers' marking concentrates on neatness and the amount of work completed. There are no comments that tell pupils how well they are developing scientific skills.
- 136 The co-ordinator has had the opportunity to monitor teaching and learning in other classes. Test results have been analysed and areas of weakness noted. These areas have received extra attention and work in books indicates that these areas have improved.

ART AND DESIGN

- 137 The evidence gathered during the inspection indicated that in art and design, standards are similar to those typically found in pupils aged seven and eleven years. At the last inspection, the majority of pupils attained standards in line with national expectations. Improvement since the last inspection is satisfactory. Teaching, in the one lesson seen was very good and so pupils learnt well and progress was good.
- 138 Pupils' attitudes to art and design are very good. When the teacher is explaining tasks to the whole group, the pupils listen carefully and contribute well in discussions. They can talk about problems and give suggestions on how to overcome them. For example, when sketching a still life study of a lamp, they considered how to draw the space around it and decided to sketch the background. Pupils are proud to show their work and praise is given by the rest of the class. This was shown when pupils in Year 4 described how they had experimented using different tools and evaluated which marks worked best in sketching fruits and pine cones. Pupils can work independently in mixing oil paints and placing

samples in their sketch books. Good subject knowledge of the teachers enables pupils to use different techniques and work in different styles. Teachers use information and communication technology effectively in art and design. Younger pupils use the program *Clipart* to create patterns. They can explore shape and colour to produce their designs. Pupils settle down quickly and quietly because they are given clear guidelines on what is expected and the time allowed.

- 139 Teachers have expertise and are confident in the subject so that artistic skills are taught effectively. They guide pupils to look closely at pattern and line. Very good teaching points, given by the teacher, such as ‘choose an object to draw that best matches your marks; then focus on a small section of the object and draw that in the middle of the paper’, enable the pupils to improve their work.
- 140 Children learn how to mix powder paint in the Foundation Stage so that no time is wasted when older pupils are investigating tone and texture. Older pupils can explore ideas and collect visual and other information to help them develop their work. Positive support is given to the pupils. The teachers listen carefully to the pupils’ problems and give advice on how to do it better.
- 141 Art displays in the library show the three-dimensional work the pupils have been doing. A sculpture of a hedgehog has been formed out of papier-mâché. This work was cross-curricular with science and caring for the environment. A collage of a *Union Jack Person* is made up of union jacks and papers and pictures of people celebrating in red, white and blue. The small classroom used by class 1 restricts the range of work that can be attempted, but pupils use the outdoor space when they can. Though the other classrooms are large, because they are used for other purposes, pupils cannot easily leave out work to dry or to be worked on over time.
- 142 The management of the subject is good. The co-ordinator has expertise in teaching the skills of drawing. A scheme of work has been designed that ensures that all the programmes of study are covered. Resources are satisfactory but a greater range of paint, pastels and crayons is needed.

DESIGN AND TECHNOLOGY

- 143 Standards in design and technology are similar to those typically found in pupils aged seven and eleven. This is good improvement since the last inspection when standards were below the national average. Teaching was good in one lesson and satisfactory in the other lesson seen. Pupils learn well and make good progress. The school now has a whole scheme of work for design and technology, which helps to ensure development in technical skills and knowledge. It provides opportunities for pupils to work with a broad range of materials.
- 144 Attitudes to learning in both key stages are good. Pupils enjoy the subject, and work sensibly and safely together. They learn to think for themselves and make connections. For example, the younger pupils were very excited about a project on making a money container. The teacher and the pupils brought many examples from home, which they could

study. They decided to make three different types: a purse, a wallet and a bag. Pupils formed themselves into mixed ability groups, so that the more able could help the less able. They can organise their own resources and work independently. This reflects the teaching well. Pupils can evaluate their products, make judgements if things go wrong and are prepared to start again. Personal development and relationships are very good. A display of money containers in the classroom shows that the pupils' work is valued.

- 145 Good teaching promotes and encourages pupils to design. They can develop ideas through sharing materials, assembling and joining. Teachers encourage the pupils to list the materials, the method, the purpose and the modification. No time is lost in learning to work with tools and equipment as they have learnt to use tools effectively in the Foundation Stage. Pupils in Year 1 were able to construct a house using cardboard. Good manipulative skills enabled them to make windows out of cellophane and fix a door, the same size as the space, with masking tape. The pupils were very proud of their tiled roofs and the brick papered walls.
- 146 Evaluating products is a more prominent part of the work of the older pupils. They make very good use of their design plans to develop ideas. Scrutiny of their work shows that the pupils can make a toy using a cam. They know that a cam mechanism controls movement. Pupils have made a diagram of the dowel, the guide, the cam and the follower. Their conclusion reads 'as the cam turns, the follower moves up and down'. Progress is recorded in the pupils' books when they describe making a pneumatics model. An arrowed diagram shows the direction of movement, the balloon and the wheels. Their evaluation is 'we could have made it better by using more balloons'.
- 147 Lessons are planned to take account of the pupils' knowledge and experience. Teachers' good subject knowledge and the teaching of basic skills lead to pupils acquiring new skills and reinforcing those already known. Work is at a good pace that challenges all ages.
- 148 The management of the subject is sound. The co-ordinator ensures that the planning follows the programmes of study in the scheme of work. Resources are good. Accommodation is spacious for classes 2 and 3 while they are working. However, because these classrooms are used for other purposes, work in progress cannot easily be left out and finished models cannot be displayed effectively. In class 1 space is very restricted for both working and display.

GEOGRAPHY AND HISTORY

- 149 No geography or history lessons were taught during the time of the inspection. Judgements on the standards pupils attain are made from the scrutiny of pupils' books and work displayed on the walls, teachers' planning records and discussions with co-ordinators and pupils. Standards are similar to those typically reached by pupils aged seven and eleven. Pupils' levels of subject knowledge are good, but there is only limited evidence of work on developing the key skills of the subjects. This is because less time is allocated to these subjects than is nationally recommended. Year 2 pupils develop good geographical skills, such as on environmental issues. Overall, pupils make good progress in the acquisition of subject knowledge and less progress in developing knowledge and use of the key skills.

This is broadly the same as at the time of the previous inspection.

- 150 In Year 6 pupils use video evidence to write facts about the lives of poor and rich people in Victorian times. They try to understand the reasons why there is so much difference. They complete a timeline of the main events during Queen Victoria's reign. Pupils study a census form of the time but there is no evidence to show what they learnt from it. An assessment sheet completed at the end of the unit of work checks the facts they know but does not assess how well their understanding of key skills, such as the use of primary and secondary sources, are developing.
- 151 In geography Year 6 pupils learn about life in rural and urban Pakistan. Their recall of facts is good. They know the features of a river and study the local rivers Severn and Stour in some depth. They mark the main mountain ranges on a map. Pupils are beginning to use correct geographical terminology such as *mouth*, *source*, *delta* and to use maps and atlases of varying scales, but overall at a lower level than that usually found in pupils of this age.
- 152 In Year 2 pupils study life in Tudor times. They compare the lives of the rich and poor and life then and now. They know the sort of homes that Anglo-Saxons built and what clothes they wore. They put into chronological order some main events of the Invaders and Settlers period but there are no dates for the events and pupils have no idea how long ago these events happened.
- 153 In geography Year 2 pupils learn about their local area and begin to both make and use maps. They draw maps of the classroom in different scales. They learn about the amenities of villages and towns. Pupils study the cars that park near the school and debate the pros and cons of this. They compare and contrast the Polar and Desert areas of the world and learn about the wide variation in weather.
- 154 Marking in pupils' books show that teachers check for accuracy of information, completion of work and recall of facts. They do not check for the development of key skills. Assessment sheets concentrate on recall of facts. Resources are satisfactory for the subjects. The co-ordinators know that teaching needs to concentrate more on the key skills of their subjects and want to prioritise this area in the near future.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 155 The provision for information and communication technology (ICT) has improved considerably since the previous inspection. There is now one computer in each classroom and a suite containing five computers. This room is very small and is crowded when six pupils and an adult are in there. A part-time specialist assistant teaches pupils in pairs or small groups.
- 156 Teachers discuss with the assistant what they are teaching and how they would like specific subject skills reinforced through work in the suite. The assistant then prepares work that not only reinforces the class work but also develops ICT skills in a progressive way. Pupils are withdrawn from the class in twos and fours to work in the suite. Teaching is good.

Instructions are clear so that pupils understand what they have to do. Pupils are, however, not always encouraged to work out what to do for themselves rather than sit back and wait for help.

- 157 Year 2 pupils can enter, save and retrieve their work. They use the keyboard and the mouse with confidence. They write stories and correct them using spelling and grammar checks. The younger pupils use the program *Lesson-maker* to sort and classify information about animals. Year 3 pupils used the Internet to access information about magnets during a science lesson. They learned how to click on text to save the information and then print it out. Later in the lesson they proudly read out the information to the class.
- 158 During a mathematics lesson, pupils in Year 5 inputted data into a table and worked out the cost of food for an imaginary party. Back in the classroom they were able to tell the rest of the class what mathematics they had learnt but were not asked to say what computer skills they had used. In a Year 6 science lesson pupils were unable to identify some of the mini-beasts they had collected. They took them to the suite and placed them under the digital microscope. They were very confident in their use of the microscope and understood the appropriate magnification to use and how to get a clear focused picture of the creature. They focused carefully, took a photograph and printed it. Work around the walls show that pupils use programs such as *Clipart* to support their work.
- 159 Standards are now in line with those typically reached by pupils in Years 2 and 6, although the oldest pupils have some gaps in their knowledge from previous years. Pupils enjoy the subject and make good progress.
- 160 Resources are just adequate to meet the requirements of the curriculum. The ICT suite is a good resource but it is not large enough to hold a whole class. Therefore whole class teaching takes place in the classroom with one computer screen for everyone to view. The co-ordinator has worked hard to improve provision and knows that the imminent provision of a large screen and inter-active whiteboard will help whole class teaching.

MUSIC

- 161 Standards in music are in line with those typically found in pupils aged seven and eleven. Music lessons are taught by the music co-ordinator. The quality of teaching overall was good in the three lessons seen. In the lesson for class 2 (Years 2, 3 and 4) teaching was very good. Progress is good. Music plays an important part in the life of the school. Lessons include careful listening to music, singing, composing and playing instruments. Pupils have the opportunity to learn the recorder and to sing in the choir. Music is also incorporated into collective worship.
- 162 Pupils' attitudes to learning are very good. They enjoy the different approaches that the teacher encourages them to use.
- 163 Younger pupils understand sounds that are long and short and loud and soft. They listen very well because the lessons are well planned with a good selection of resources. The

pupils know many songs, which they sing tunefully, with good rhythm, pitch and dynamics. The teacher uses her musical expertise well, so that the pupils appreciate her beautiful singing voice and playing of the piano. Music lessons are exciting and fun for the younger pupils. They are introduced to music from different cultures. In listening to Chinese music they described what the music meant to them. It reminded them of water and Chinese people dancing. Words for new songs are written up on a flip chart so that all the pupils can join in the singing. Skilful teaching shows the pupils how to read the words in the rhythm of the music. They can recognise changes in the music and know that some parts of the melody are repeated.

- 164 Older pupils enjoy singing rounds in two parts. The good subject knowledge of the teacher is evident when the pupils learn to back singing with a drone (a repeated note) or a chord of three notes. Musical instruments are all prepared so that the pupils can sing and play together. Pupils can listen to chords and identify discordant and concordant sounds. Lively teaching makes the lesson fun by showing 'thumbs up' or 'thumbs down'. Pupils prepare a performance by getting into groups and practising repeated patterns on the different musical instruments. At the end of the practice, each group plays their piece to the rest of the class. The pupils are confident in playing before an audience.
- 165 The management of the subject is good. Enjoyment and participation are encouraged by providing a performance for an audience each term. The choir and recorders group visit two homes for the elderly. Resources in music are good. They include a wide range of instruments, a good collection of compact discs and many music and singing books. Accommodation is good for music. Lessons take place in the class 3 room that is large and has a piano. Resources are stored close by.

PHYSICAL EDUCATION

- 166 It was not possible to see any lessons during the inspection. Judgements about standards are made from teacher's planning records, discussions with the co-ordinator, pupils' swimming records and observation of pupils practising for sports day. Standards are in line with those typically found for pupils aged seven and eleven in dance and swimming. Standards are below those expected in gymnastics and games for pupils aged seven and eleven and in athletics for pupils aged eleven, largely because of the lack of a proper indoor space and a large enough hard surfaced outdoor area.
- 167 Teachers' planning records indicate that they plan to cover all the aspects of the National Curriculum. It is obvious from discussions that these plans have to be adapted because indoor lessons take place in a classroom. For example, when practising some types of ball skills pupils use balloons instead of balls. This, though enjoyable, does not allow pupils to develop the correct skills. Lessons take place outside whenever possible but the playground is too small for a class of older children to practise any or all the gymnastics and games skills they should. The large field is well used for games lessons and athletics. However, the number of lessons that can be taken outside is limited by the weather and so the progress pupils make is also limited.

- 168 When pupils were practising for sports day they listened carefully to instructions and enjoyed running as fast as they could. They lined up properly and took turns, encouraging each other. They could run in a straight line and understood that they had to return to their team for another turn. The youngest pupils had little idea of a relay race and waited for each other before starting the next leg of the race. It was very hot on the day they were practising and pupils wore their t-shirts and shorts. There is no shade on the field, none of the pupils wore hats or sun-cream and there was no water to drink. The school should consider what to do when the weather is as hot as this.
- 169 The school has appropriate equipment for gymnastics. Pupils set it out in the available space. However, around the edges of the room and stacked at each end are the pupils' tables and chairs and equipment for school lunches. The remaining space is small, part of the floor is carpeted and part is wooden boards. Teachers and pupils are both restricted by the unsatisfactory accommodation. The range of small equipment for games: mats, benches, low level tables and climbing frame for gymnastics is good. There is no apparatus to develop higher level climbing, hanging and pulling skills and not enough room for pupils to challenge themselves to go higher, faster or longer.
- 170 The school is fully aware of the limitations that the building places on the physical education curriculum and does the best it can in the circumstances. The co-ordinator is as creative as possible with the activities that are planned and pupils are given as full a curriculum as is possible. The curriculum is enhanced by joining other primary and secondary schools for some sporting activities.

RELIGIOUS EDUCATION

- 171 The school follows the local education authority's guidelines for religious education. Evidence gathered during the inspection shows that standards for pupils aged seven and eleven are in line with the requirements of the locally agreed syllabus. This is similar to the findings at the last inspection so improvement is satisfactory. Teaching was good in the one lesson seen. Pupils learn well and make good progress
- 172 Pupils can identify and describe special times of celebration, special people and stories associated with them. The teachers' questions are probing so that pupils listen attentively and join in the discussions. Relationships are very good so that pupils are confident in describing their feelings. Pupils take pride in presenting their work and they enjoy the variety of approaches the teachers use to encourage them.
- 173 Younger pupils think about people who can help them and they reflect on belonging. They understand why things are precious when they describe their feelings for the special things they have brought to school. The pupils reflect on feeling sad, happy and safe. Displays show that pupils study other faiths. They understand what is important to Hindus and learn about their art and symbols. On a visit to St. James Church in Shardlow, they sketched the church furniture. They talked to the church warden and considered what it felt like to be in a church. To remember their visit they used the digital camera to take a picture of a stained glass window.

- 174 Work in the books of the older pupils shows that they have been studying the Old Testament. They record what they already know, what they have found out and the message it conveys to them. Sensitive teaching encourages the pupils to consider rights and responsibilities. They write about bully's and victim's feelings and decide a 'bully is someone who cares for them self and no one else'. Teachers make effective links with literacy and music. The pupils described colour feelings as red for anger, blue for peace and grey for confusion. They listened to *The Planets* and drew a picture to match the music. The richness of other faiths is taught through studying religious festivals across the world. The pupils know that Muslims use patterns in their art and that an eight-pointed star is one of their motifs. Religious education is planned into assemblies to which the pupils respond in hymn singing, in prayer and through poetry and music.
- 175 The subject is well managed. The co-ordinator ensures that the planning follows the programme of study in the local agreed syllabus. There are good links with the local churches. Parents are invited to join in the celebration of the major festivals. Visitors from Christian and other faiths are welcomed into the school as part of the religious education programme.