

INSPECTION REPORT

**CHRIST CHURCH VOLUNTARY CONTROLLED
CHURCH OF ENGLAND
PRIMARY SCHOOL**

LEA area: Derbyshire

Unique reference number: 112810

Headteacher: Mr P. G. Brooke

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 10th - 13th March 2003

Inspection number: 247273

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
School category:	Voluntary Controlled
Age range of pupils:	4 years-11 years
Gender of pupils:	mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Nottingham
Date of previous inspection:	8-6-1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16249	Mrs S. M. Barnes	Registered inspector	mathematics, science, information and communication technology, design and technology	School's results and children's achievements, the quality of teaching and learning, leadership and management, improvement.
10329	Mr B. Sampson	Lay inspector		How well the school cares for children, links with parents, attendance.
20645	Mrs. R. Webber	Team Inspector	English, geography, history, physical education	English as an additional language, attitudes and behaviour, provision for spiritual, moral, social and cultural development
21547	Mrs P. White	Team Inspector	Foundation Stage, art and design, music, religious education	Educational inclusion, curriculum, assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church Voluntary Controlled Church of England Primary School is smaller than most primary schools with 149 boys and girls on role. The school is organised into five classes, each with pupils of more than one age group. The pupils come, in the main, from homes in the area around the school, including some from nearby streets that are technically out of the school's designated catchment area. Some pupils from other catchments come to the school, as it is more convenient. Others, technically in the school's area, go elsewhere. This is mainly due to the irregular shape of the catchment areas of the school and surrounding schools, which take little regard to current major roads and ease of access. A significant number of the families of pupils in the school receive Local Authority support. The proportion of pupils with English as an additional language is higher than in most schools at around five per cent. Just under half of these pupils are at early stages of acquisition in English. The proportion of pupils that are eligible for free school meals is above average at just over a quarter. The numbers of pupils with special educational needs is below average at around seventeen per cent. However, the numbers of pupils with statements of their special needs is slightly above average at over three per cent. The range of their needs include specific and moderate learning difficulties, profound and multiple learning difficulties, autism and physical special needs. Following the initial report on the school in 1998, many families removed their children (about 40 pupils in all). School tracking records indicate that many of these pupils were potentially higher achievers. There continued to be significant pupil turbulence over the next few years with relatively few (thirteen out of twenty) of the pupils taking Year 6 end of key stage tests having been in the school for their whole career. This turnover of pupils reflects mobility in the local area but is now less than it was and the school is beginning to achieve stability in numbers. There has also been high staff turnover since the initial report. All of the teaching staff have been appointed since that time as have the great majority of support staff. The most recent report in February 2001, noted the improvements that the school had made in standards and the stability it was developing. Attainment on entry to school covers the full range but is currently average.

HOW GOOD THE SCHOOL IS

This is an effective school that has improved significantly in recent years due to good leadership overall, and most particularly the very good leadership and management of the head teacher, supported by the governing body and all staff. The school is now in a very good position to continue to improve still further. The quality of teaching is good overall throughout the school. Often very good or even excellent teaching occurs. As a result, pupils make at least good gains in their learning particularly in the core subjects of English and mathematics. Relationships throughout the school are very good and the whole school works as one harmonious unit. All pupils have equality of access to the full range of academic and social activities that the school provides. The school provides good value for money.

What the school does well

- The leadership of the head teacher, including monitoring performance and taking effective action is very good and has led to significant improvement throughout the school. The ethos of the school is very good as a result and the aims are reflected effectively in its daily work.
- Teaching is good throughout the school. In particular teachers' management of pupils is very good.
- Links with parents, the community and partner institutions are very good and have a very beneficial effect on standards.
- There are good cross curricular links with many aspects of pupils' learning. This richness, including the very good range of extra-curricular activities available, makes a positive contribution to pupils' learning and the progress they make.
- The provision for pupils' spiritual development is good and for their social and moral development it is very good. As a result pupils' behaviour in and around the school is good and their personal development is very good.
- Provision for care and support for pupils' welfare is very good.

What could be improved

- Standards in history are below expectations at the end of Year 2.
- There is a need to continue the development of Foundation Stage and non-core subjects to include the development of co-ordinators' roles, planning for the development of skills and developing and

using information gathered from assessment in lesson planning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good level of improvement since the previous inspection. It has effectively raised standards in subjects, and particularly in English at both key stages, mathematics at Key Stage 1, science and history at Key Stage 2 and information and communication technology throughout the school. The organisation of the Foundation Stage curriculum has been reviewed. It is now good and sufficient adult support is now provided. Target setting has been effectively developed in the core subjects, based on assessment data and teachers' on-going evaluation of pupils' progress and is having a positive effect on standards in these subjects. The roles and relationships between key stage co-ordinators, curriculum leaders and the senior management team are being developed to achieve consistency and progression in learning within and between key stages. This has been successfully completed for the core subjects and the school now plans to continue this in the non-core subjects.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	C
mathematics	D	D	D	C
science	C	D	E	D

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

As can be seen from the table above, standards for junior pupils in the end of key stage tests at the end of Year 6 were consistently well below average in English over the last years and standards in mathematics were below those normally attained. However, these standards were in line with those normally achieved in similar schools, based on the proportion of pupils eligible for free school meals. Standards in science were well below those normally attained and below the standards attained in similar schools. Throughout the whole school standards have risen recently, due to the very strong focus placed on raising achievement, particularly in the core areas of English and mathematics. Standards in the end of key stage tests for infant pupils in Year 2 in 2002 were well above those attained nationally in reading and writing and above average in mathematics. This improvement was noted by the most recent inspection report in 2001, and the school has continued to build upon this trend still further. The school's targets for improvement are sensibly set based upon the prior attainment of pupils in each year group, as some year groups are very small and there are varying levels of prior attainment of differing groups. These targets are suitably challenging and take due and proper regard for the proportions of pupils with special educational needs and English as an additional language in each group. Currently pupils' progress in their learning and their achievements are good overall throughout the school, particularly in English and mathematics. Many pupils in the junior classes have made this progress from a low initial base. Standards are currently well above average in English at the end of Year 2 and above average at the end of Year 6. In information and communication technology and mathematics pupils throughout the school make good progress and standards are above average at the end of Year 2 and average at the end of Year 6. In science, standards are in line with those expected at the end of Year 2 and above average at the end of Year 6. In nearly all other subjects standards are in line with those expected. However, in history, although standards are above those expected at the end of Year 6, they are below expectations at the end of Year 2. Children in the Foundation Stage are currently making good progress overall, as noted in the most recent report, due to the good start they are given in their learning in the reception year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They work hard and try to do their best.
Behaviour, in and out of classrooms	Behaviour is good overall, both in classes and as pupils move in and around the school. This is due in the main to the very good management by teachers and the consistently high expectations they have of how pupils should behave.
Personal development and relationships	Pupils' personal development is very good, as are relationships throughout the school. The pleasant, hardworking and happy ethos that results is very conducive to pupils achieving their best.
Attendance	Levels of attendance are satisfactory overall. The majority of pupils arrive on time and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching and learning is good overall throughout the school. Literacy and numeracy are well taught and pupils make good gains in their learning as a result. The teaching of pupils with special educational needs and those for whom English is an additional language is good and these pupils make good progress towards their learning targets. The quality of teaching in the reception class for children in the foundation stage is good overall and leads to these children making a good start in their learning. Teaching in English, information and communication technology and mathematics is good throughout the school. The teaching of science and history in the junior classes is also good. However, while the teaching of history in the infant classes is satisfactory overall, the cumulative effect of the long periods between historical topics and the limited recording pupils do of what they have studied leads to them making unsatisfactory gains in their learning in the subject overall and attaining standards below those expected at the end of Year 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities provided for pupils' learning are good overall and effectively provide for pupils' intellectual, physical and personal development. The curriculum is effectively enriched through the wide range of extra-curricular activities which have a positive impact on pupils' learning and the standards they attain.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They receive good support from teachers and learning support staff which enables them to make good progress towards their individual educational targets.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good and they achieve well in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is very good. The provision for their spiritual, moral, social and cultural development is good overall. The provision for spiritual a development is good while that for pupils' moral and social development is very good. The provision for their cultural development is satisfactory.
How well the school cares for its pupils	The school has very good procedures for ensuring child protection and the welfare of its pupils.

Parents believe that this is a very good school. They say that their children like school. They believe the children are well behaved, expected to work hard and achieve of their best, whilst being helped to become mature and responsible citizens and that they make good progress. They feel they, as parents, are given good opportunities to help their children learn at home and that they are well informed by teachers of the progress their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the head teacher is very good. The management of the school is good overall and has resulted in a significant improvement in standards, particularly in the core subjects of English and mathematics and in information and communication technology. The leadership and management of the non-core subjects is an area the school has identified as requiring further development.
How well the governors fulfil their responsibilities	The governors are new to their post in the main and are effective in fulfilling their statutory responsibilities. They have a good understanding of the strengths and weaknesses of the school and have an appropriate role in shaping the direction of the school.
The school's evaluation of its performance	The school's evaluation of its performance is good. The targets set for improvement as a result have been very appropriate.
The strategic use of resources	The staffing of the school is good, as are resources, and in particular those for literacy, numeracy and information and communication technology. The accommodation is satisfactory, although some teaching areas are quite small, and provides a pleasant environment for pupils and staff alike. However there is limited outdoor apparatus for reception children to learn to climb and balance. Resources including finances are deployed well. The principles of best value are effectively applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents say that their children like school and that they work hard and make good progress. • They say that the school is well led and managed and that the quality of teaching is good. • They feel comfortable to approach the school with questions or queries. They say that they feel well informed and suitably involved in their children's learning. • They feel that their children are expected to do their best and are given good opportunities to develop as mature and responsible citizens. 	There were no significant numbers of negative views of the school.

The inspection team agrees with the positive views expressed by parents about behaviour and the quality of teaching and learning throughout the school. They agree that the quality of the leadership and management of the school is good overall and judge the leadership of the head teacher to be very good. Relationships throughout the school are very good and this is having a positive impact on the standards pupils achieve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As stated in the most recent inspection, in October 2002, children now receive a good start to their education in the Foundation Stage class. Assessments of children's attainment when they first start school in reception show that the great majority of children have average levels of attainment in reading and mathematics. The mainly good and sometimes very good teaching throughout the Foundation Stage in the areas of learning leads to children making good progress overall, including those with special educational needs and those who have English as a second language. On entry to Year 1, nearly all of the current reception children will have attained the early learning goals in all six areas of learning, with a number exceeding them in personal, social and emotional development, knowledge and understanding of the world and physical development.
2. Standards achieved at both key stages continue to show steady improvement. Achievement throughout the school is good overall. Currently, boys and girls of all levels of prior attainment and from all groups make good progress, particularly with regard to their skills in literacy. At the time of the previous inspection standards were judged to be and are in line with national expectations in all classes. Standards in English and mathematics were satisfactory overall. Standards in most other subjects were consistently satisfactory, except in information and communication technology where they were unsatisfactory. Currently, due to the strong focus the school has placed on developing standards in the core subjects of the curriculum, standards have continued to improve and pupils make good overall gains in their learning at both key stages.
3. Following the initial report on the school in 1998, many families removed their children to other schools. School tracking records indicate that many of these pupils were potentially higher achievers. There has continued to be significant pupil turbulence with relatively few (thirteen out of twenty) of the pupils taking Year 6 end of key stage tests having been in the school for their whole career. In the last three complete school years 81 pupils have been admitted over and above the normal reception intake and 52 pupils have left. This is a reflection of mobility in the local population. This turnover of pupils is now much less than it was and the school is beginning to achieve stability in numbers, but past under-achievement and small numbers in some year groups continues to affect the interpretation of school performance data and belies the current good progress of pupils and achievement in the junior classes.
4. The school has focussed initially on raising standards in literacy and standards in English are now well above average for the current Year 2 pupils and above average at Year 6, as a result. This indicates a maintaining of the high standards achieved in the end of key stage tests in 2002, when pupils in Year 2 attained standards in reading and writing which were well above the average. At Year 6 this shows a further increase in standards since the end of Year 6 tests in 2002, when standards were well below average. In mathematics and information communication technology, standards are above average at the end of Year 2 and average at the end of Year 6. This represents good progress for pupils in both the infant and junior classes as junior pupils have been in the main working from a lower than average base in these subjects. It also indicates that the standards in the end of key stage tests for mathematics in Year 2 in 2002 have been maintained at above average levels and, as with English, the standards attained at the end of Year 6 have been improved from below average to average levels. In science, standards are in line with those expected at the end of Year 2 and above average at the end of Year 6. This difference is due in the main to the relatively limited time allocated to the subject, which inhibits children in the youngest classes having sufficient time to develop their own investigations and the very strong emphasis placed upon investigational and experimental science in the junior classes. In nearly all other subjects of the curriculum standards are in line with those expected at the end of Year 2 and Year 6. However, in history, while standards are above those normally attained at the end of Year 6, they are below those expected at the end of Year 2. This is due to the good quality of the

curriculum and the strong emphasis based on supporting historical enquiry with written work, in the older classes and the over-long periods between historical topics in the youngest classes combined with insufficient emphasis in recording work covered, to act as an aide memoire for pupils.

5. Pupils with English as an additional language are supported effectively and make good overall progress in their learning. Those very few pupils at early stages of acquisition in English are supported well in lessons and so are enabled to make good progress in all subjects. Pupils with special educational needs also receive good, appropriate support and make steady, good progress towards their learning goals in line with their peers.

Pupils' attitudes, values and personal development

6. Throughout the school pupils have good attitudes to learning and are well motivated, often responding with obvious interest to a range of well-planned stimulating tasks and activities. Pupils across the school listen attentively to their teachers and other adults and are eager to answer questions and to contribute fully in whole class and group discussions. Pupils expect to work hard, they are proud of their achievements and strive to produce the best work that they can. For example, their written work is well organised and presented and there are plenty of examples of pupils writing at length in many subjects across the curriculum. They usually take great interest in whatever they are doing. This was quite evident from a Year 4/5 geography lesson in which they were discussing the traffic problems in their local road. When it was proposed by the teacher that the ultimate situation might be to ban all traffic the pupils quickly came up with the view that this would cause more problems than it would solve. During an interview with pupils from all classes, their overwhelming view was that they all liked the school because it was "the greatest in the world".
7. Pupils in the Foundation Stage are happy and enthusiastic to come to school. They are eager to learn and respond well to the expectations of their teacher and support staff. They confidently talk to other adults in the classroom, behave well and are attentive in class sessions. Equally, they work with concentration and independence in their group activities. They respond well to their classmates and collaborate when sharing equipment.
8. There are very good relationships between pupils and adults which contributes significantly to pupils' learning in many lessons. All groups of pupils, including those with special educational needs and those who have English as an additional language, interact well with each other. They show respect for one another and value each other's contributions in lessons. For example, the good support given to a pupil with physical disabilities both by adults and pupils during a physical education lesson, illustrates the very positive relationships and attitudes of all in the school.
9. Pupils' behaviour across the school is good in lessons, assemblies, around the school and in the playground, as it was at the previous inspection of February 2001. Pupils understand well right from wrong and know what is acceptable and what is unacceptable behaviour. All pupils play and interact well together with no discernible tensions of oppressive or racist behaviour. They handle equipment and property with due care, show good manners, are polite and show respect for the feelings, values and beliefs of others. Both at lunch and break times they play together very well and in both instances the older ones look after the infants. Moving between classes or into assemblies or physical education lesson in the hall the pupils show a lot of self-control. Bullying or any other form of oppressive behaviour is extremely rare in the school and none was seen during the inspection. Pupils appreciate that negative actions taken by them towards others can have repercussions and cause lasting conflict. The school has had two permanent exclusions within the twelve months prior to the inspection.
10. Pupils' personal development is very good. Pupils take a mature attitude to their jobs of responsibility and older pupils particularly, contribute positively to the life of the school, through a range of initiatives. The pupils realise that not everyone has been brought up the same. They

appreciate that some of their classmates, from different ethnic origins may have alternative views on life but all work and play together successfully as friends. The pupils show a good response to using their initiative and taking responsibility. Some of the older pupils, as prefects, are also trained as reading buddies and additionally, monitor behaviour in and around the school, reporting back to the head of key stages or the head teacher. Older pupils also show good personal development and initiative when using a range of research strategies such as using the internet in order to develop their personal research projects in geography.

11. Attendance at the school is satisfactory and in line with national figures for this type of school. The majority of the pupils come to school on time and most lessons commence promptly. The school has no long-term absentees unaccounted for.
12. Overall, the attitudes, behaviour and personal development of pupils are well enhanced by the school's successful spiritual, moral, social and cultural ethos and this contributes significantly towards the success of the pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

13. There has been high staff turnover since the initial report. All of the teaching staff have been appointed in the last three years. They have during that time established consistent, whole school practice and work together well as an efficient team. The quality of teaching is good overall throughout the school. Good teaching occurs in all classes and as a result boys and girls of all ages and from all groups, including those with English as an additional language and pupils with special educational needs are currently making good overall gains in their learning. This is most particularly the case in the core subjects of English and mathematics, and also in information and communication technology. These areas are where the school has focussed initially, redefining policies and schemes and undertaking effective staff training.
14. One of the consistent strengths of teaching throughout the school is the very good management of pupils, both during lessons and as they move around the school. Teachers have appropriately high expectations of the behaviour and attitudes of the pupils in their care and are fair, but very firm when spelling out what is and what is not acceptable behaviour. As a result, minor lapses when pupils stray off task or tend towards silliness are swiftly resolved and there is no interruption to the smooth flow of lessons. Pupils respond well in lessons due to this consistent approach and their levels of concentration are good. Their productivity and pace of working is good overall and, in the classes with the oldest pupils, it is very good. This results in high levels of self-esteem as they realise how well they are learning. This was particularly the case in an excellent lesson in mathematical problem solving for the pupils in Year 5 and 6.
15. Teachers' put effort into their planning and it is always at least satisfactory throughout the school. In the core subjects of English and mathematics it is good. Lessons are suitably challenging for the higher attaining pupils and that there is a good level of support and reinforcement for lower attaining pupils and those with special educational needs. Teachers' planning and provision enables equality of access and opportunity for their pupils with both lower and higher attaining pupils included in activities and catered for well in lessons or groups. Pupils with English as an additional language are taught effectively and make progress in their learning in line with their peers. Teachers in the infant and in the junior classes plan together so that the work the pupils undertake is appropriately broad and relevant for all. However, the lack of whole school assessment systems in some non core subjects results in teachers planning for the general needs of the pupils in their class, on occasion, rather than on their individual and specific prior attainments.
16. Teaching in the Foundation Stage is good overall, and at times very good, due to the appropriately high emphasis placed by all staff on developing pupils' personal and social skills. There is very good management of children, and adults get to know the children very well. Teachers and

support staff work well together, organisation is good, and movement from one activity to another runs very smoothly, with routines being well established. Children are learning through planned play activities and more directed tasks in the six areas of learning. Proper emphasis is placed on the teaching of basic skills, with children taking part in literacy and numeracy activities, which help them to get used to learning in more formal situations.

17. Teachers have generally good levels of knowledge and understanding of the subjects they teach. This is particularly the case in English, numeracy, and information and communication technology, where the school has placed a particular focus on staff training in recent months. Pupils are actively involved in their own learning. They are told the learning objectives of each lesson and what the focus will be. For example, pupils in Year 5 and 6 are fully aware of the criteria for attaining different levels in science and consequently are able to form their answers in class discussions to demonstrate the full range of their knowledge effectively. As a result, they develop good levels of knowledge of their own learning and what they need to learn next.

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

18. The quality and range of opportunities provided for pupils' learning are good overall. They provide for pupils' intellectual, physical and personal development preparing them well for the next stage of their education. The curriculum is effectively enriched through the wide range of extra-curricular activities, which have a positive impact on pupils' learning, and the standards they attain. In the last few years, the school's priority has rightly been to improve literacy and numeracy. Curricular planning ensures that all subjects meet the requirements of the National Curriculum programmes of study and the Locally Agreed Syllabus for religious education. The school has good provision for personal, social and health education and this is directly related to the good personal development of the pupils.
19. The curriculum for the Foundation Stage is good, as it was at the time of the last inspection, and prepares children well for entry into Year 1. It provides all children with many relevant opportunities for learning, and is structured creatively to enable all children to make good progress. However, there are too few opportunities for children to make their own music with tuned and untuned instruments. Children's physical development is above average, and they frequently play outside, however, the lack of good quality out-door play equipment limits their opportunity to climb, jump and balance. Staff have worked hard to continue to refine the organisation of the Foundation Stage and this is an improvement since the previous inspection. There is appropriate long-term planning which based on the recommended areas of learning for children in the Foundation Stage. The quality of teachers' short term planning is good with the teacher and classroom assistant contributing to the weekly plans and working well together. However, there is no scheme of work to provide sufficient guidance in planning for the systematic development and assessment of skills against the 'stepping-stones' for learning.
20. Statutory requirements are met in all subjects. The curriculum for pupils in the infants and juniors is satisfactorily broad and well balanced and ensures that all pupils, regardless of ethnic background, ability or gender, are given equal entitlement to learning. The inclusive ethos of the school ensures that all children are valued, included and involved in everything in school life. The school has a good understanding of the need to respond to the recent requirements to ensure that the school includes all groups of pupils in its provision. Governors have taken care to provide well for pupils with disabilities, those from different ethnic groups and those who speak English as an additional language. The school takes good steps to see that these pupils are not treated in any way differently to others.
21. There are weekly, timetabled sessions for pupils' personal, social and health education and provision is good. These include a proper emphasis on drug awareness and sex education. The school nurse contributes to the health programme, including sex education. Staff and pupils

appreciate visits from the local clergy when they take the daily Act of Worship. These successfully support work in religious education.

22. The national strategies for teaching literacy and numeracy have been implemented well across the school and these have had a positive effect on raising standards. Appropriate planning ensures good links are made between subjects, and pupils' literacy and numeracy skills are used and further promoted in other lessons. For example, pupils were encouraged to debate the reasons that Peter denied Jesus after the Last Supper. They then used different styles of writing to record different viewpoints. This good practice supports efforts being made to raise standards in English, mathematics and information and communication technology. A good range of extra-curricular activities is provided, including art club, recorder club, clarinet, flute and brass tuition, and football clubs for both boys and girls. In the summer months cricket coaching is also provided.
23. The school has very good strong links with its community. The children regularly visit the two local parish churches and the vicar comes in regularly to assemblies and also talks to the children about the significance of baptism. The pupils are regularly invited to the local supermarket as part of their mathematics and geography lessons. Charities, such as, the local Hope Farm Rumania Appeal and The Bishop of Derby's Harvest Appeal are well supported by the pupils. Also, at harvest time, the children provide produce for local old folk and at Christmas invite them in for lunch and entertainment. During the summer holidays the school is used by the local authority, which provides entertainment for the children. The local police sponsored organisation Sport 2000, have provided after school clubs, weekends and holiday provision.
24. The school also has very strong links with partner institutions. The local further education college send National Vocational child care students to complete part of their training and the local university uses the school for helping teacher trainees. Local secondary school, work experience students help in classes. Christ Church school is part of the Meadows Community Cluster of schools by which curriculum information is shared and teacher inset training is jointly accomplished. The extensive links that the school has with its local community and other educational establishments contributes very beneficially towards the success of its pupils' learning.
25. The overall provision for pupils' spiritual, moral, social and cultural development is good.
26. The provision for pupils' spiritual development is good. It is promoted effectively through quiet reflection time and prayer in assemblies; when pupils are given suitable opportunity to think about their own personal feelings about the theme of the day. The school fosters effective links with the local church and pupils often visit the church to celebrate special Christian festivals such as Christmas and Harvest time and local clergy often visit the school to either talk to the pupils in lessons or take assemblies. Spiritual development is strongly promoted through religious education and through personal and social education. Through these subjects pupils have opportunities to explore their own feelings and beliefs about a range of issues such as the teaching of Jesus and the traditions of other world faiths such as Islam and Hinduism. The school markedly promotes pupils self-belief and esteem, and openly encourages pupils to have high aspirations. In art, music, physical education and English, pupils are encouraged to appreciate the feelings and emotions that well known paintings, music, dance and literature provokes.
27. The provision for pupils' moral development is very good. The school teaches its pupils right from wrong very effectively through a well devised and implemented behaviour policy, which is consistently promoted and applied by all adults throughout the school. Pupils are encouraged to respect property, themselves and others. Pupils are made to feel valued by staff and this contributes significantly to the very good relationships that exist between pupils and adults within the school. Assemblies and personal and social education are used very skilfully by teachers to enable pupils to think about moral issues such as choosing to tell the truth and treating all people the same regardless of any differences they might have. Staff positively reward good work, effort and behaviour; this, and a special weekly achievement assembly, effectively support pupils' moral development.

28. The provision for pupils' social development is very good. The school has implemented many well planned opportunities that support pupils' social development well. For example, the schools' reading partners and reading 'buddies' initiative whereby older pupils hear younger pupils read on a daily basis enables pupils to gain a sense of responsibility for others. Teachers provide good opportunities for pupils to work in pairs and in groups during lessons, and this develops pupils' ability to collaborate and work co-operatively with others well. Throughout the school pupils are given a range of jobs of responsibility such as taking the dinner register and dinner monies to the office in order to develop further their social skills. Older pupils, through the schools' prefect system, are given good opportunities to play a major role in school life. They are expected to look after and support younger pupils during lunchtimes and to monitor how other pupils behave and move around the school during key times during the school day. They also help and support younger pupils' learning in information, communication technology lessons to good effect. Raising funds for a range of charities and well planned residential visits for all junior pupils also contributes significantly to pupils' social development.
29. The provision for pupils' cultural development is satisfactory. Pupils learn about their own culture through different subjects such as history, geography and art. For example, pupils across the school dress up in Victorian costume and experience some Victorian school traditions through the involvement of a historical theatre group and visit local places of interest such as the crooked spire in Chesterfield and local art galleries. As part of their learning in music, pupils take part in the Chesterfield Music Festival and begin to appreciate the local tradition of brass band music through the performance of a visiting brass band. Although the school does recognise other religions and cultures in its work, overall there are too few opportunities across the curriculum for pupils to learn about other cultures in society today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has very good procedures for child protection and ensuring the welfare of all its pupils and this is yet another of its many strengths. Arrangements for health and safety are sound, although the written policy needs updating. The school holds well-documented, emergency evacuation exercises every term and all escape routes are clearly marked and accessible. The school's accident and medical procedures are caring and efficient and there are several trained first aid personnel. Very good use is made of outside professional help such as, the police, fire brigade, school nurse, and the educational psychologist. The pupils have very good support at lunch, play and going home times. The school has an up to date, written, Internet Policy.
31. The school has good procedures for monitoring and improving attendance. Poor attending pupils, and regular latecomers are constantly monitored by the secretary and a very close liaison is maintained with the educational welfare officer. All parents are made very well aware of their relevant responsibilities and are sent regular, individual letters on non-attendance. When any child is unexpectedly absent the school contacts the parents as soon as possible on the same day.
32. When children start the school, initial assessments are used well to ensure that appropriate targets are set for children's future learning in communication, language and literacy and mathematics, and these are shared with parents. The school has begun to identify and record children's achievement against the early learning goals. However, procedures are in the early stages of development and need further refinement to ensure that they are informative and used effectively to adapt planning to children's individual learning needs.
33. Procedures for monitoring and supporting pupil's academic progress are good. There are good systems in place to track pupils' progress in English, mathematics and science as pupils move through the school. The analysis of statutory and non-statutory test is rigorous and provides teachers with a clear analysis of pupils' attainment. The information is used well to set targets for improvement for individuals and groups of pupils to achieve, either at the end of a unit of work, the

end of the term or the end of the year. This is an improvement since the last inspection. Information is also used effectively to set and refine targets for individuals and cohorts in their end of key stage tests. Information gathered identifies strengths and weakness in the curriculum and is used to inform the future planning of programmes of work well. The careful analysis of the pupils' answers in mathematics national tests has led to appropriate changes and improvements to the curriculum in this subject.

34. Procedures for assessing pupils' attainment and progress are satisfactory. Procedures to monitor the progress of pupils with special educational needs and those with English as an additional language are good. They are good in English, mathematics and science where there are detailed records of pupils' attainment, which give good guidance about how well they are doing. Teachers use this information when planning future lessons to make sure that the work is suitably matched to individual needs. The school now needs to develop assessment procedures in the other subjects to support and inform future planning and match learning to individual need.
35. The school has good procedures for monitoring and promoting good behaviour and eliminating that of an oppressive nature. The school's comprehensive and up to date written behaviour policy contains realistic awards and sanctions of which all of the pupils are well aware. Award points and certificates are well sought after by the pupils who accept with pride their achievements, in the special awards assemblies. The school has a separate written bullying policy and all staff are well experienced in diffusing potential situations. Through the school's effective use of circle time and assembly discussions, pupils are given the confidence to report any incidents.
36. The procedures for monitoring and supporting the pupils' personal development are also good. The teachers and staff know the pupils very well and details of their development are maintained in their personal files. The school's good personal, social and health education programme ensures that the pupils have the chance to develop into well caring citizens. All parents receive details of their child's development in the annual school reports.
37. Overall, the school provides a caring and secure environment in which the pupils' learning can develop and succeed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. From views expressed at the parents' meeting and during the inspection, plus those on returned questionnaires, parents believe that this is a very good school. They state that their children like school, are well behaved and are expected to work hard and achieve of their best. The school helps them to become mature and responsible citizens and make good progress. They attribute this all to good teaching, the fact that the school is well led and managed and that the school works closely with the parents. They also believe that their children receive the correct amount of homework and an interesting range of activities outside lessons. Not one said that they would feel uncomfortable about approaching the school with questions or a problem. There were no overall negative views of the school expressed by parents.
39. The quality of the information provided for parents, including those whose children have special educational needs or are learning English as an additional language, particularly about their children's progress, is well above average. The school has recently combined its prospectus and governors report. This is a success and the ensuing document complies with all current, statutory requirements. The school's annual, academic report to parents covers all subjects of the curriculum, is easy for parents to understand and clearly states what their child can do and gives realistic targets. In addition, parents receive very informative and regular newsletters and have three, 'meet the teacher' evenings a year. Most parents like their children's home/school reading diaries and find them to be a good two-way communication. The school has an open door policy, which is highly appreciated by the parents.

40. The contribution that parents make towards their children's learning helps to promote very high standards and quality throughout the school. No class is ever short of help in whatever is required and currently fifteen parents have been specifically trained to help children to read. Help is always available for aiding visits out or transporting pupils to sports fixtures. Parents are very keen to contribute towards projects and topics at home and recently the school has had very good response from the parents on a course 'keeping up with the kids in maths'.
41. The impact of the parents' involvement on the work of the school is very favourable. Such events as the family assembly on a Friday, school plays and pantomimes are hugely popular and very well attended. In addition, the school is indebted to its very energetic Parent Teachers and Friends Association, which raises considerable sums of money, which is currently going towards computer equipment.
42. Overall, the effectiveness of the school's links with its parents is very good and a definite strength of the school, which contributes significantly towards the strength of the pupils learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership of the school is good overall and that of the head teacher is very good. He has shown clear direction for improvement through a turbulent time in the school's history, resulting in a significant improvement in standards and the creation of a happy, hardworking, whole-school ethos. He has a clear vision of what the school needs to do to raise standards further and communicates this calmly and effectively to the whole school community. He is fully supported in his work by all staff and the governing body. Staff, governors and parents are fully aware of, and wholeheartedly support, the aims and values of the school, which are relevant and attainable. As a result, these aims are reflected in all aspects of the daily life of the school and have a positive impact on relationships and attitudes throughout. The school provides an effective learning environment for all its pupils.
44. Targets for improvement are very appropriate and are supported well by very good management systems. The school has focussed initially on raising standards in the core subjects in English and mathematics and in information and communication technology. There is a cohesive approach to improvement and all staff are fully aware, not only of their role and responsibilities, but also how this links with the roles of others. This consistency extends to dealings with pupils who receive unambiguous messages of expectations for the behaviour and work expected of them, for example. The management of the school day and the curriculum ensures equality of access to all pupils in all classes, for those who have English as an additional language and those with special educational needs.
45. The governing body fulfils its responsibilities well and governors are committed to raising standards and work hard for the school. They have a good awareness of the strengths of the school and of the areas it needs to address to improve. They have taken an appropriate role in shaping the direction of the school. The principles of best value are fully adhered to. Governor training has been undertaken to ensure standards continue to rise. However not all vacancies on the governing body have yet been filled and several governors are relatively new to their post.
46. The monitoring and evaluating of performance within the school is good and this, together with tracking of pupils' progress in the core subjects and honest evaluation of attainment has enabled school to set realistic, but challenging targets for improvement. This has been the key tool by which the school has raised standards so effectively. The leadership and management of special educational needs and of the core subjects of English, mathematics and information and communication technology are good. This has led to good levels of improvement in standards. However, the roles of co-ordinators in other subjects have yet to be developed fully and this is an area for further focus. There is good liaison with parents and other professionals to ensure pupils with special educational needs are diagnosed accurately and their requirements met effectively.

The co-ordinators within the school work together in pairs so that there is always an infant and a junior perspective to the organisation of the subject. This has a positive impact on the monitoring of planning, and in the identification of priorities for staff training and planning. There has been good improvement in this area since the previous inspection.

47. There is a good match of teaching and non-teaching staff to the needs of the curriculum. Resources are good overall, particularly in those core subjects, which have undergone recent review. Resources for pupils with special educational needs are good. In some subjects, which have had recent low profile in terms of development however, such as design and technology, resources are limited but broadly adequate. The school is aware of the need to develop resources in line with the future review of the subject. The accommodation is satisfactory and allows the curriculum to be taught effectively. Good use is made of all available spaces to provide well for pupils. The playground is of an appropriate size and there is also a sizeable green area on which they can play. However most of the classes are quite crowded. Overall the accommodation is well maintained and provides a cheerful place in which to work and play.
48. The Foundation Stage is well managed by the Key Stage 1 co-ordinator and class teacher working well together to build up a supportive and committed team. They are reflective practitioners, constantly monitoring and finding ways to improve the provision for the under fives. They have worked hard to address the issues identified in the previous report and there is now good adult support in the Foundation Stage. They have also continued to refine the organisation of the Foundation Stage curriculum, with long and short-term planning being of a good quality. However, there is no scheme of work to provide sufficient guidance in planning for the systematic development of skills against which children's achievement can be assessed, so as to ensure that standards can be raised further.
49. Financial management is good and priorities for spending are effectively linked to the school development plan. Administrative systems are well organised and unobtrusive and the day-to-day running of the school is smooth and efficient. Care is taken to ensure value for money when planning for spending. All of the recommendations of the most recent auditor's report have been fully implemented. In view of the good ethos of the school, the standards pupils achieve and the good position the school lies in to maintain and continue with recent improvements, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the head teacher and governors should:-

- 1) Improve standards in history, which are below expectations at the end of Key Stage 1.
(Paragraph Nos. 4. 92. 93)
- 2) continue the development of foundation and non-core subjects to include
 - a) the development of co-ordinators' roles,
 - b) planning for the development of skills and
 - c) developing assessment and using information gained in lesson planning.
(Paragraph Nos. 15. 19. 32. 34. 46. 51. 52. 78. 83. 90. 96. 100. 105. 115)

In addition, the governors and school may wish to take the following minor areas for improvement into consideration.

There is insufficient outdoor and adventurous apparatus for young children to use on a daily basis to develop upper body strength and mobility.
(Paragraph No. 57)

Trailing wires, which need to be used when computer batteries do not work, constitute a minor health and safety hazard although staff do their best to rearrange rooms to prevent this.
(Paragraph No. 97)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	23	3	0	0	0
Percentage	3	16	72	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	153
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	14	5	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (91)	100 (95)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	19	19
Percentage of pupils at NC level 2 or above	School	100 (91)	100 (91)	100 (95)
	National	85 (85)	89 (89)	89 (89)

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

* Not reported because of the small numbers taking the test

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	13	14	16
Percentage of pupils at NC level 4 or above	School	65 (69)	70 (69)	80 (92)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	14	19
Percentage of pupils at NC level 4 or above	School	80 (77)	70 (77)	95 (85)
	National	73 (72)	74 (74)	82 (82)

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

* Not reported because of the small numbers taking the test.

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	125	4	1
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	11	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	5.8
Number of pupils per qualified teacher	25.7
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	168

FTE means full-time equivalent.

Financial information

Financial year	2002
	£
Total income	428,487
Total expenditure	419,474
Expenditure per pupil	2742
Balance brought forward from previous year	4607
Balance carried forward to next year	9013

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7.8

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	149
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	4	0	0
My child is making good progress in school.	69	29	0	0	2
Behaviour in the school is good.	51	47	2	0	0
My child gets the right amount of work to do at home.	42	51	4	0	2
The teaching is good.	71	27	2	0	0
I am kept well informed about how my child is getting on.	53	38	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	64	36	0	0	0
The school works closely with parents.	64	36	0	0	0
The school is well led and managed.	64	31	0	0	4
The school is helping my child become mature and responsible.	60	36	2	0	2
The school provides an interesting range of activities outside lessons.	60	36	4	0	0

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

50. Children who have their fifth birthday between September and April are admitted to school at the beginning of the autumn term. Children with birthdays between April and August are admitted in January. During the inspection, 11 children of reception age were in a mixed-age class with Year 1 pupils.
51. Assessment of children's attainment when they first start school shows that the great majority of children have average levels of attainment in reading and mathematics. Children, including those with special educational needs and those who have English as a second language, make good progress overall. On entry to Year 1, nearly all will have attained the early learning goals in all six areas of learning, with a number exceeding them in personal, social and emotional development, knowledge and understanding of the world and physical development. Appropriate targets for children's future learning are identified in communication, language and literacy and mathematics, and these are shared with parents. The school has begun to identify and record children's achievement against the early learning goals. However, procedures are in the early stages of development and need further refinement to ensure that they are informative and used effectively to adapt planning to children's individual needs.
52. Teaching in the Foundation Stage is good overall, and at times very good, due to the appropriately high emphasis placed on developing pupils' personal and social skills. There has been an improvement since the previous inspection in the use of adult support in the Foundation Stage of learning. The class teacher and support staff work well together to provide appropriate learning opportunities for all children in a caring, stimulating environment. Also, since the previous inspection, staff have continued to develop procedures to offer a good quality curriculum, with pupils learning through planned play activities and more directed tasks in the six areas of learning. Children take part in literacy and numeracy activities and this helps them to get used to learning in more formal situations. There is appropriate long-term planning which is based on the recommended areas of learning for children in the Foundation Stage. The quality of teachers' planning for different groups of pupils is good with the teacher and classroom assistant contributing to the weekly plans and working well together. However, there is no scheme of work to provide sufficient guidance in planning for the systematic development of skills against which children's achievement can be assessed, so as to ensure that standards can be raised further.

Personal, social and emotional development

53. Teaching in this aspect is very good and this enables all children to make good gains in most areas of personal, social and emotional development. Children are well settled, eager to come to school and happy and secure in their learning. Teachers' high expectation that the children will learn to do things for themselves means that they take care of their own needs as soon as they start school and they do this well. When going outside, or preparing for movement lesson in the hall, they are all able to undress and dress with little or no adult help. They develop a good understanding of how to take turns, share and show consideration for others, for example when greatly enjoying a game of 'hopscotch' outside. Planned activities, such as the combined 'creative' session for the Foundation Stage and Key Stage 1, result in children learning to work well together. Children's behaviour is good and they play with the equipment sensibly at playtimes and when working in small groups. Good manners are modelled well by adults, with children being encouraged to say 'please' and 'thank you' at snack time and answer at registration time by saying 'Good afternoon Mrs..' They are able to express their own feelings, for example when involved in a drama session they said they felt 'scared and spooky'. Self-confidence and self-esteem are further nurtured by the positive approach from all adults, praising children consistently when they have done something good for them. Most children will have exceeded the early learning goals in this area of learning by the end of the reception year and this is a strength of the school.

Communication, language and literacy

54. Good emphasis is placed upon the development of communication, language and literacy and teaching is good. Staff's skilful questioning and friendly, encouraging approach ensure that children from all groups including those with English as an additional language and those with special educational needs listen well without losing attention. Good opportunities are provided for children to speak and listen to each other and express their opinions. They use their language well to negotiate and give instructions, as was seen when pairs of children played a number game with great co-operation. Staff have created imaginative play areas where children can participate in role-play and develop their communication skills. Early reading skills are being taught well. Good opportunities are provided each morning for children to sit quietly and look at books. Children handle books with care and enjoy listening to their favourite stories. These are brought to life, and vocabulary is supported well by the use of drama. For example, after the shared reading of the book 'Where's My Teddy?' by Jez Alborough, the teacher thoughtfully provided opportunities to act out the different parts of the story. As a result of this good teaching, the children could remember the sequence of the story well. The majority of children can talk about the events of their favourite story and are acquiring a basic sight vocabulary. More-able children are recognising familiar words and are reading books with simple sentences. The majority of children are beginning to write their names with clear well-formed letters. Children write letters to the teacher and each other when visiting the 'writing area'. They enjoy making 'class books', with two boys being keen to work with staff to write a book on 'How to make salt-dough'. More-able children are developing their skills well and are able to write a well-constructed sentence knowing when to use full stops. Interesting planned activities, such as a 'swop shop' game, ensure that the majority of children are learning to associate letters with sounds. At the end of reception, the children are above expected levels in speaking and listening and reading and their progress is good. In writing, children make appropriate progress and standards are line with what would be expected for children of this age.

Mathematical development

55. A good numerical environment is created in the Foundation Stage and children are encouraged to recognise, match, write and use numbers in their work and play. This area of learning is well taught and children make good progress in counting and recognising numbers because of the practical activities in which they take part. This gives purpose to what they are doing and keeps them involved. When working with the support staff, children recognised and ordered numbers in a line up to 20. They moved quickly from one number to another, excitedly shouting out the names of the numbers as they pointed quickly at each one. Pupils enjoyed singing nursery rhymes and demonstrated that they were able to count backwards from 10. Children use mathematical language well, and a good input by the teacher and support staff enabled all children to understand and use language such as 'largest number' and 'smallest number' correctly. The majority of children can count to ten and many can count to 100. The more-able children can relate addition to combining two groups of objects. Through sand and water play activities, children are developing an early understanding of measuring and capacity and to use and understand terms such as 'full' and 'empty'. Well-planned practical activities and discussion assist the children in recognising shapes and colours satisfactorily, for example when they sorted cubes into different coloured pots. At the end of reception, the children are above expected levels in counting and recognising numbers. In learning about shape and measure, children make appropriate progress and standards are line with what would be expected for children of this age.

Knowledge and understanding of the world

56. Children make good progress in this aspect of learning as a result of good teaching and well-planned topics. Computer skills are taught appropriately and help the children to develop specific skills, as well as giving them the freedom to use their imagination to make their own pictures. Most are designing recognisable pictures and, during the inspection, children managed to draw a

dog with some accuracy and add patterns and colours from a palette on the screen. Teachers use the digital camera regularly to take photographs of various activities in the classroom and this is raising the children's awareness of how ICT can be used. Children's scientific understanding is developed well as they are introduced to a topic on 'light'. They play imaginatively, cleaning articles in the 'Shiny Shop', and are beginning to explain what might be happening, with one girl saying, 'The light makes everything sparkle'. Children learn about the properties of other materials as they play with sand and water. Special needs children, supported well by specialist staff, enjoy playing alongside other children with the water, squealing with delight as bubbles appear when they blow carefully into a tube. Children are beginning to learn effectively about the local environment through visits and walks round the school grounds. They are developing their knowledge of the wider world when, with pupils from Key Stage 1, they discussed and selected appropriate clothing for children in hot and cold countries. There are frequent opportunities to build with a wide range of construction toys when children also enjoy co-operating with each other. They have a good sense of how things join together and are often imaginative in the way designs can be improved. Following a visit from the local vicar, children have satisfactorily developed their understanding of religious symbols and baptism. Along with the rest of the school, they successfully celebrate faith festivals relevant to them, but they have limited opportunities to learn about those of other people. At the end of reception, the children are attaining above expected levels in knowledge and understanding of the world.

Physical development

57. Children's physical development is above expectations and, by the end of the reception year, most children will be able to move with confidence, imagination and safety, with a number exceeding the early learning goals in this area of development. Teaching in this aspect is generally good. Children's fine motor control is developing and most children are beginning to form individual letters well. Children enjoy using paint and other materials to write their names. All children can put on their coats and do them up. Physical education lessons in the hall are planned and taught well, with the result that children make good progress. Teachers ensure that children are aware of the need for 'warming up' and 'cooling down'. Children receive plenty of encouragement from staff so they are keen to participate. Instructions are clear and children follow them enthusiastically. They are able to 'find a space' and to move confidently and imaginatively in a variety of ways to music. Children get regular opportunities for outside play and for using a range of small equipment to develop skills, such as throwing and catching. They also have appropriate opportunities to learn to hop and skip. However, there is no well-designed outdoor play equipment, limiting the opportunity for children to learn to climb, jump and balance to develop upper body strength and mobility.

Creative development

58. Children overall make satisfactory progress in this area of learning with the majority attaining the early learning goals at the end of the Foundation Stage. Children are given good opportunities to use a variety of equipment and materials to develop their creative skills. Children soon learn to control mark-making tools such as brushes and pencils. Their skills in cutting and sticking are developing well as children cut strips of paper to make hats for the teddy and decorate them appropriately. In the combined 'creative' session, children in the Foundation Stage work well with Key Stage 1 pupils to make an attractive art collage. A child with special educational needs was included well in this session with sign language being used to enable him to understand and be fully involved. Children learn appropriately how to make choices and select colours and materials, applying them carefully to their work. Children enjoy role-play, for example in the 'Shiny Shop', developing their imaginative language. Children frequently sing nursery rhymes and move to music. However, there are limited opportunities for children to make their own music with tuned and un-tuned instruments. Teaching is satisfactory overall in this area of learning.

ENGLISH

59. The school has put a high priority in improving standards in the subject since the last inspection and as a result there has been a significant rise in standards since that time. Observed standards are now likely to be above the national average at the end of Year 6 and well above the national average by the end of Year 2. Last year's national test results in 2002 were below average due to the backlog of under achievement for those pupils in the past. However, in relation to their prior attainment pupils achieved well with an above average number of pupils reaching the high level 5 due to the efforts of the school. In comparison with similar schools the pupils' performance in these tests were in line with the average. Infant pupils are already benefiting from improvements the school has made and national test results last year were above average. The results of the 2002 National Tests for seven year-olds reflect inspection findings. The performance of pupils in these tests was well above the national average.
60. Standards are above average in speaking and listening throughout the school. This is because teachers throughout the school provide good opportunity for pupils to develop their speaking and listening skills through group and paired discussion and role play activities across different subjects. As a result, pupils from all groups, including those with English as an additional language and those with special educational needs soon become confident and eloquent speakers when talking in front of others. From an early age pupils are eager to answer questions and by the age of eleven pupils are able to express their ideas and view points clearly through extended talk. Across the school pupils listen attentively and with interest to their teachers and others within many different situations. Pupils of all ages respond promptly to instructions and show from their responses to questions that they listen with understanding.
61. Standards in reading are above average by the end of Year 2 and Year 6. Teachers pay good attention to the development of phonic skills in lessons; this and the successful introduction of reading partners and 'Buddies'; whereby older pupils hear younger pupils read on a daily basis has effectively contributed to the good progress pupils make in reading. Across the school pupils show a love of books and are enthusiastic readers. By the end of Year 6, pupils read a range of both fiction and non-fiction texts confidently, fluently and with understanding. Research skills are well promoted by teachers across the curriculum and pupils know how to use an index and glossary and can skim and scan well in order to obtain information.
62. Good attention has been given to raising standards in writing by the school and as a result standards have improved significantly in this aspect of the subject since the last inspection. Because teachers provide pupils with many suitable opportunities to write for different purposes, and in different styles across the curriculum pupils achieve well in writing. For example, in the junior classes pupils are expected to write at length in many subjects such as history and religious education in order to express their views and opinions either through narrative prose or through letter writing. From an early age pupils make very good progress in creative writing, and by the age of seven, pupils know how to structure a story well with a clear beginning, middle and end; and by the age of eleven pupils effectively organise their writing into paragraphs and use a range of adjectives and powerful verbs to enhance their writing in order to make it lively and interesting for the reader. Across the school pupils acquire a good knowledge and understanding of punctuation rules and grammar and by the age of eleven pupils use a range of punctuation marks such as commas, exclamation and speech marks and apostrophes correctly in their writing. In most subjects across the curriculum pupils writing is well organised and presented and their handwriting is usually fluently joined and legible.
63. The quality of teaching is consistently good. Teachers have good subject knowledge, which enables them to promote and use proper subject terms, give very clear explanations and use demonstration techniques skilfully to support pupils' learning. Questioning is purposeful and extends pupils' thinking well. Teachers have high expectations of what they expect pupils to achieve and the good attention they pay to developing key skills in lessons such as phonics, spelling and punctuation rules, contributes significantly to the good progress pupils make in the subject. A strength in the teaching of English is the very good cross-curricular links which enables key

literacy skills to be skilfully developed in other subjects. Teachers also use information, communication technology effectively to support pupils' learning in the subject.

64. The co-ordination of the subject is good. Assessment procedures in reading and writing are good and are used well to identify areas of learning that need development in order to plan future work. Resources for the subject are good and teachers use a good range of quality fiction and non-fiction texts in order to support pupils learning in the subject.

MATHEMATICS

65. The school's recently reviewed strategies for teaching numeracy are good and have resulted in boys and girls of all levels of prior attainment and from all groups making good gains in their learning in all classes. In the recent past the school has successfully focussed on developing and improving numeracy, following analysis of pupils' prior attainments, since this was an area with some shortcomings. Pupils are currently in line to exceed average levels at the end of Year 2 and to attain them at the end of Year 6. This is an improvement since the previous inspection, when standards were judged to be average. Junior pupils are now making good progress since their previous attainment, which was below expectations.
66. As a consequence of this focus and whole school action, staff confidence in the subject is quite high and teaching is now good overall at both key stages. There is a very appropriate emphasis on the teaching of mental strategies and confidence in handling number, such as in doubling or halving to simplify numerical problems. Teachers in each key stage plan together effectively to ensure that pupils in each class have equality of opportunity and access and that there is structure and progression in what they are taught. Teaching builds upon pupils' previous learning experiences well as they move through the school. Lessons are carefully planned and clear targets for learning in each lesson are shared with pupils so that they know what is expected of them. Teachers manage pupils well. They have good levels of confidence and expertise, which makes lessons memorable and fun. They pay especially good attention to developing pupils' mathematical vocabulary. The resulting enthusiasm of pupils in lessons indicates that the time given to developing this aspect has been worthwhile. For example, in an excellent lesson for the oldest pupils on problem solving techniques using calculators, the enjoyment of the pupils was palpable and they settled to their individual tasks following their whole class session with obvious enjoyment and anticipation of success. Pupils generally try hard and do their best. They have good attitudes to learning and most are keen to answer teachers' questions and show what they know. Teachers ensure that questioning is pitched to promote the learning of pupils of different ability levels. Homework is set regularly and is organised well so that it makes a good contribution to the pupils' learning and progress.
67. Good emphasis has been placed on the development of resources to improve teaching. The introduction of pupils' white boards, for example, has contributed considerably to teachers' ability to see at a glance, which pupils have understood a problem and which will need further support. All groups of pupils make good progress in their learning, successfully developing a secure understanding of number. Pupils with special educational needs are well supported and this enables them to make equally good progress, particularly in understanding and using numbers. The small numbers of pupils with English as an additional language make progress in line with their peers. Information and communication technology is used effectively to support pupils' learning in the subject, for example in learning number patterns and times tables and producing graphs and tables to illustrate and analyse results. Literacy skills are developed well in mathematics. Teachers give pupils good opportunities to practise their listening and speaking skills. There are good opportunities in lessons to explain their answers and this extends pupils' confidence in speaking in front of an audience.
68. In the infant classes pupils learn to recognise simple number patterns. They learn to handle numbers confidently and are developing a good awareness of the relationships between numbers.

They sort data and make tables and simple graphs to illustrate what they have found. They begin to learn to use correct mathematical vocabulary and apply logic to their solutions of numerical problems. For example, when learning about Venn diagrams to sort objects to two criteria, higher attaining pupils could explain not only why some items would go in the overlapping area between two hoops, but also why some objects would be completely outside both hoops on occasion. In the junior classes, lower attaining pupils effectively interpret symbols and diagrams. They present their work neatly and clearly and have a good understanding of place value and of standard units of measurement. Average attaining pupils work with equivalent fractions and know how to convert these to percentages. They know about rotational and reflective symmetry. Higher attaining pupils work confidently, identifying number patterns and working with positive and negative figures. They confidently simplify fractions and order them in terms of value. They measure and draw angles accurately. They work in metric units and can understand and use simple conversion tables, such as those that convert dollars to pounds sterling, for example.

69. The leadership and management of the subject are both good. The co-ordinators are conscientious in their role and carefully monitor the quality standards throughout the school. They have a good level of knowledge and understanding of the teaching of mathematics and are suitably involved in tracking pupils' progress and target setting. They have analysed and monitored test results to ensure that boys and girls are making equally good progress. They are aware that future emphasis needs to be on the development of older higher attaining pupils developing their own strategies for mathematical problems. Regular assessments are used effectively to check on pupils' progress. Teachers accurately evaluate how pupils have progressed in each lesson in order to plan the next lesson. Pupils' progress is effectively tracked in using key objectives in class groups. Targets for pupils are sent home to parents so they are kept fully informed of the next stage in each pupil's learning in the subject. These and teachers' plans are monitored by the co-ordinators to check for full coverage of the curriculum. As yet the system has not been in place long enough for sufficient data to be accumulated for the co-ordinators to use the information gathered to evaluate the progress each pupil has made.

SCIENCE

70. Attainment in science at the end of Year 2 is broadly in-line with the expectations for pupils by the age of seven. At the end of Year 6, at the age of eleven, pupils' standards are likely to be above average. Pupils are currently making satisfactory gains in their learning in the infants and good progress in the junior classes. This indicates an improvement since the previous inspection which judged standards to be average at both key stages. The management of the subject is good. The co-ordinators have analysed the results of the most recent tests and identified the need to increase the development of scientific terminology in lessons and to place a greater emphasis on data handling linked to science work. They have shared this with colleagues in order to raise standards further.
71. The time allocation for the subject is relatively light throughout the school and this somewhat inhibits opportunities for the youngest pupils to have sufficient time to experiment and find things out for themselves. As a result, many of the experiments they undertake are teacher led. In addition, there is relatively little formal writing or drawing of the work covered in the infant classes which would help to remind them of what they had learnt at a later date. The good progress in the oldest classes is due, in the main, to recent significant improvements to the curriculum which have led to teachers placing an appropriately increased emphasis on the development of pupils' investigative and experimental skills. This is a particular strength of pupils' learning in these classes.
72. The quality of teaching and learning is satisfactory overall in the infant classes and in the junior classes it is good. Teachers give clear explanations and are confident in their subject knowledge. They have appropriately high expectations of pupils' work and behaviour which has a positive effect on the attitudes and effort that pupils respond with. Teachers provide appropriate work and

support for the range of abilities within their classes, including those pupils with special educational needs who are also supported well by teaching assistants. Throughout the school, teachers work very hard to ensure subject vocabulary is systematically taught and frequently revisited in order to ensure pupils learn the new terms effectively. Lessons are well planned, with clear links to the National Curriculum Programmes of Study. There are particularly good links with other curriculum areas such as English and mathematics in the junior classes and also good information and communication technology links. For example, older pupils use computer programs effectively to produce graphs to indicate the time taken for sugar cubes to dissolve in various liquids. Pupils' attitudes and behaviour are good overall. Most pupils enjoy their science lessons, work together appropriately and try their best.

73. A scrutiny of work undertaken indicates that pupils from all groups throughout the school have had experience of a suitably wide range of appropriate science activities covering all attainment targets. They know about studying life processes and living things, materials and physical processes. Observation of lessons and discussions with older pupils indicate that they are learning to apply evaluative, scientific criteria to their observations. In the infant classes, pupils understand about the basic conditions necessary for life. They know about our senses and how we hear things with our ears. They conduct simple experiments in finding how the differing angles of a ramp affect the speed of a toy car. They learn about light sources and how shadows are formed. In the junior classes, pupils continue to build upon their knowledge and understanding of life processes and living things. They learn the part of a plant and the functions of such things as leaves, roots and stems. Older pupils continue to learn about light and study reflections and shadows, investigating how they change when a light source is moved. They study air resistance and gravity and learn about reversible and irreversible changes. Higher attaining pupils can explain successfully some of the influences which affect the change in pitch of a sound wave and some of the ways a simple electrical circuit can be altered to change the brightness of a bulb. They can apply knowledge very effectively to new situations, for example, in a lesson on conductors and insulators, one girl immediately made the comment that a spoon, which she was checking for conductivity, could be used to form a simple switch as it would allow a current to pass through it.

ART AND DESIGN

74. Standards attained at the end of Year 2 and Year 6 are in line with national expectations, reflecting the standards indicated at the time of the previous inspection. Pupils of all abilities, including pupils with special educational needs and those for whom English is an additional language, make satisfactory gains in their learning.
75. Pupils in the infants achieve good standards in their use of form and colour when blending pastels to create their own compositions. For example, pupils in Year 1, inspired by a piece of music and the work of Claude Monet, expressed their ideas and feelings effectively in abstract pictures. Year 2 pupils have made their own colour chart after learning how to mix their own paint, knowing that white makes it 'lighter' and 'blue and yellow make green'. Throughout the junior classes pupils are now using sketchbooks to suitably record their ideas and designs. Following careful observation of containers, higher-attaining pupils in Year 6 produced some good quality sketches using colour, shape, line and tone very well. The use of three-dimensional work is being satisfactorily developed. In the infant classes pupils are enjoying using a variety of shiny materials to create 'sparkly woven mobiles'. Pupils were keen to show the 'Greek names' they had printed using lino tiles.
76. Teaching and learning are satisfactory overall and some good teaching was seen during the inspection. Teaching and learning was good for example, in a 'combined' art lesson when older and younger pupils in the infants worked well together to create collages based on the topic of 'buildings'. The teacher's good subject knowledge enabled her to inspire pupils to observe carefully, select appropriate materials and create pictures of buildings, being aware of their shape,

pattern and texture. Higher-attaining pupils had the ability to explore ideas and investigate and use material in different ways. They were able to talk well about their work and were beginning to suggest ways of adapting and improving the pictures they had created. The lower attaining pupils were able to express their opinions on their own work, but could not think of ways to improve it. Pupils enjoy art, sustain interest and enthusiasm throughout the lesson, and work together well.

77. The breadth of the curriculum is satisfactory, with the art club making a good contribution to extending the skills of those with higher artistic ability and enthusiasm. Good displays of pupils' work reflect the value placed upon them by the school, however there is only limited evidence of work with textiles and printing. Good use is made of links with other subjects, with an older boy skilfully sketching a picture of Christ linked to work in religious education. Pupils also enjoy using the computer to generate pictures in the style of Piet Mondrian. Resources are used well and the school seizes opportunities to have artists in residence come into the school to widen the curriculum, contributing satisfactorily to pupils' cultural development.
78. The co-ordinator is enthusiastic and leads the subject well. Long and medium-term planning are satisfactory overall and based on nationally published guidelines. Short-term planning is satisfactory but does not always show sufficiently how the pupils' work should be matched to their different learning needs or how work can be evaluated. There are no assessment procedures being used to monitor pupils' attainment and progress so as to be able to extend their learning further. Although pupils' work is monitored on an informal basis, there are only limited opportunities to monitor the teaching of art and design so as to raise the standards.

DESIGN AND TECHNOLOGY

79. Standards have been maintained and remain in line with the expected age related standards at the end of Year 2 and Year 6. Boys and girls of all levels of prior attainment and from all groups, including those with English as an additional language and those with special educational needs make satisfactory gains in their learning in both the infant and junior classes.
80. The subject has had a low profile in terms of development in recent years, since the school has focussed on raising standards in the core subjects. The co-ordinators have suitable subject knowledge and awareness of the priorities for in line with the school development. They have audited and reviewed resources and the curriculum, and are aware that, although pupils have satisfactory opportunities to design and evaluate what they are going to make, in the infant classes, the range of their experiences is only satisfactory. For example, the opportunities to measure, cut and join rigid materials, such as plastic, card and wood, is very limited due to the limited resources the school has for these activities. In the junior classes pupils have opportunities to design and make a range of artefacts, but the time allocated for the subject and the scheme of work followed currently, give very little opportunity for pupils to then evaluate their work critically and take part in redesign and adaptation of their ideas. In the main, the organisation of the subject results in a whole class tackling a similar project at the same time once per term. Overall, however the programme of work followed by the school allows pupils to make steady satisfactory progress in learning to design, make and evaluate.
81. Pupils in the infant classes successfully learn to design a layered salad. They first consider which colour vegetables will make an interesting contrast, creating collages of their finished design in coloured paper. They prepare the vegetables, learning to take appropriate consideration of hygiene and safety issues. They then evaluate their finished salad to see if it is as nice as they had hoped it would be. They effectively design pictures with moving parts to illustrate stories in work linked to literacy. In the junior classes pupils research the designs of pots, baskets and other containers used in Ancient Greece and parts of Africa to good effect. They then design and make their own containers, using a suitable range of materials such as papier mache and clay, and try to replicate some of the patterns of weaving they have seen using different coloured paper

strips. They consider the various designs of picture frames, noting how the various designs achieve stability.

82. The quality of teaching is satisfactory overall and is sometimes good. Teachers have appropriate knowledge and understanding of the subject and use a good range of resources, such as books and artefacts to ensure that pupils have plenty to stimulate their creativity when designing things. The work is often effectively linked to art and design, and pupils make careful sketches of the designs they research and those they hope to make. Pupils' attitudes to this work are very good and they try very hard to do their best. Behaviour is good and pupils are very sensible as they share equipment and make sensible, well thought out contributions to class discussions, for example.
83. Leadership of the subject is satisfactory overall. Currently there is no manageable, whole-school system of recording how well pupils progress in the subject, or monitoring of classroom teaching and learning. Co-ordinators have not yet had the opportunity to monitor teaching and learning in the subject. As a result, it is difficult for them to have an accurate overview of standards throughout the school. This has also been highlighted as an area for development when the subject is reviewed.

GEOGRAPHY

84. Standards have been maintained since the last inspection and remain in line with expectations by the age of seven and eleven.
85. Teachers have secure subject knowledge which enables them to use, and promote consistently, well key geographical vocabulary and skills throughout lessons and this enables pupils to acquire a sound knowledge and understanding of the geographical features of a range of places. By the age of seven pupils can recognise and name many human and physical features such as roads, rivers, mountains and buildings in their places of study. By the age of eleven pupils understand terms such as climate, population and land use and use this knowledge well to describe and compare contrasting localities within the UK and around the world. For example, when studying Brazil, Year 5 and 6 pupils gather suitable information and skilfully construct temperature charts in order to illustrate its climate.
86. In the junior classes particularly, pupils have a sound knowledge and understanding of environmental issues and appreciate that decisions about places and environments affect the lives and activities of people. For example, Year 5 and 6 pupils are able to suggest a number of ways in which a local traffic congestion problem could be solved such as introducing a one way system and realise this could reduce the volume of traffic for residents and make local side streets safer for people.
87. Across the school pupils of all levels of prior attainment and from all groups make satisfactory progress in mapping skills. From an early age pupils produce simple maps and plans of the school and plot the route they take from home to school on a simple map. Older pupils use atlases and maps in a range of different scales in order to inform their learning about different places.
88. Teachers throughout the school effectively use and further develop skills pupils have learnt in other subjects such as mathematics and literacy in order to support pupils learning in the subject. For example, in Years 3 and 4 pupils represent data gathered while conducting a local traffic survey skilfully on bar charts and frequency tables and in Years 5 and 6 pupils develop ideas through discussion and writing in order to develop an argument for or against ways of solving a local traffic problem. Teachers also use information, communication technology effectively to support pupils learning in the subject.
89. The quality of teaching is currently good. Because teachers have secure subject knowledge they effectively promote proper geographical vocabulary in lessons and are able to give pupils clear explanations which helps to develop well pupils' knowledge and understanding in the subject.

Questioning is effective in extending pupils thinking and resources are well prepared and used effectively to support pupils learning.

90. The co-ordination of the subject is satisfactory overall but there are too few opportunities for teachers to monitor the quality of teaching and learning in the subject. As yet there are no whole school assessment procedures. The co-ordinators for the subject are currently in the process of trialling assessment procedures in order to assess pupils' progress in the subject and help teachers to plan future work.

HISTORY

91. It was not possible to observe any history lessons during the inspection because of the schools timetabling arrangements for the subject. However, further evidence was obtained from the scrutiny of pupils' work, teachers planning and through discussion with pupils and teachers.
92. Standards have improved since the last inspection by the end of the juniors but have fallen by the end of the infants. They are now above age related expectations by the age of eleven and below by the age of seven. At the time of the last inspection standards were reported to be in line with expectations by the end of both key stages.
93. This rise in standards in the junior classes can be attributed to the good quality of the teaching and the very good opportunities teachers give pupils to engage in personal research and to record and consolidate their learning through extended writing activities. This helps to consolidate pupils learning in the subject very well. However, this is not the case in the infant classes and while teaching is satisfactory overall teachers do not provide sufficient opportunity for pupils to record their learning through writing in order to consolidate their knowledge and understanding sufficiently. The fall in standards can also be attributed to the way teaching time has been allocated to the subject over the year in blocks of time. This results in a too long a gap between projects and pupils have consequently often forgotten what work they have already covered. Planning in the subject does not therefore sufficiently ensure that key skills and concepts are taught progressively from one year to the next.
94. By the age of seven pupils are beginning to develop a sense of chronology and recognise that things change over time. For example, they can explain how some Victorian kitchen utensils, methods of transport and fashion are different from today. Although teachers do use well known historical stories such as the life of Florence Nightingale and the story of Guy Fawkes effectively to support pupils learning in the subject, however, overall by the age of seven pupils show a limited knowledge and understanding of topics studied and cannot talk about many of the things they have been taught. As a result, standards are below those expected for their age.
95. In the junior classes pupils make good progress because different periods in history are studied in sufficient depth to enable pupils to gain a good knowledge and understanding in the subject. For example, they use a range of secondary sources such as books, the internet, artefacts and photographs to research, select and organise historical information to produce structured work about the main events, people and changes within different periods of history, such as the Ancient Greeks, for example.
96. The co-ordination of the subject is overall satisfactory but as yet there are insufficient opportunities for the co-ordinators to monitor the quality of teaching, learning and standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Pupils throughout the school are making good gains in their learning, due to the consistently good quality of teaching they currently receive. Standards attained by pupils of all levels of attainment

and from all groups at the end of Year 2 are currently above those expected at this age. At the end of Year 6, standards are in line with those expected, but pupils have made good progress from previously below average levels. This represents a very good level of improvement in the subject since the previous inspection, when standards were below those expected at the end of Year 2 and Year 6. Leadership in the subject is good. The policy and scheme of work clearly sets out the agreed aims and procedures for the teaching of the subject. The subject leaders have a clear understanding of the areas for further improvement, including further staff training in the use of some newer equipment, such as the electronic microscope. Resources are greatly improved. The school now has a good bank of portable computers so that whole classes can work in pairs or small groups in their classroom setting or elsewhere if appropriate. Unfortunately, during the inspection, the school was experiencing problems with many of these computer batteries and the convenience of the portable computers was somewhat marred by the need for many trailing wires and cables. Although these were managed carefully by the teachers so as not to pose a health and safety hazard the problem did cause some restriction to the mobility of the pupils in lessons.

98. Teachers have received good relevant training and are now confident in the subject. They plan lessons together for each key stage to ensure that the opportunities given to pupils are interesting and give good opportunities to use computers and develop their skills effectively. Learning objectives are made clear to pupils so that they know what they have to do. Pupils' attitudes to information and communication technology are good. They enjoy using the computer and most pupils are able to take turns and treat the equipment with due care and consideration. Pupils talk knowledgeably about some of the programs they have used. They enjoy lessons, pay attention to what they are told and are keen to learn. There is now enough software to meet statutory requirements, but, as yet some opportunities are still missed for pupils to use information and communication technology to support learning in other areas of the curriculum in the junior classes. For example, there are few examples of pupils using equipment to monitor the environment in work linked to science, or making full use of opportunities to design programs in work linked to music or geometry.
99. Pupils in Year 2 are learning to use word processing skills well. They add pictures to their writing and know how to alter font and style. For example, they create an ideal menu in work linked to mathematics. Pupils are generally adept with mouse control and are starting to be aware of which keys are where when using the keyboard. Most pupils in Year 2 are successfully developing the knowledge and skills they need to make information and communication technology an effective tool to support learning in other subject areas. They draw attractive pictures, such as of fish in work linked to art and label pictures with the names of different parts of the body when working in science. Pupils in the junior classes develop their skills further. They cut and paste pictures and text when designing the layout of their work, for example when older pupils work on the school newspaper in the "ICT club". They use data sorting programs effectively to help in their mathematics and science, and produce simple high quality computer presentations of pictures and text. The digital camera is used effectively by older pupils to produce mini auto biographies. All in all pupils' confidence and skills are developing very effectively and the subject is making a significant contribution to standards in other subjects, such as literacy and mathematics, for example.
100. Assessment and record keeping is still at an early stage and does not yet allow pupils' progress and experiences to be tracked over time. Therefore the subject co-ordinators do not have as clear an overview of standards and pupils' progress as they might. However, throughout the school, each pupil has their own file, in which they store the work they have completed as well as that they are currently working on. This allows co-ordinators to have an idea of the coverage, although analysis of each pupils' achievements by this method would prove a very laborious commitment.

MUSIC

101. Standards in music are in line with those expected nationally at the end of Year 2 and Year 6. This broadly reflects the findings of the last inspection. Pupils sing, perform, compose, listen to and appraise music satisfactorily. Pupils enjoy their music-making activities and their achievement is sound across the school. Pupils with special educational needs, and those with English as an additional language, take full part in all musical activities and make similar progress to their peers. Boys and girls attain equally. No music lessons were seen during the inspection so judgements are based on singing in assembly, listening to taped recording of pupils' compositions and through discussions with groups of pupils from Year 2 and Year 6.
102. The aims and values of the school are promoted well through its musical activities. Music education is effectively enriched through the high quality instrumental tuition. The peripatetic teachers inspire the pupils to enjoy their music and to practise techniques to improve their performances. Pupils learn to play a variety of instruments, including clarinet, flute and trumpet. Higher-attaining pupils achieve well because of these additional activities in which they take part. The breadth of the curriculum is satisfactory, with the recorder club and choir making a good contribution to extending the skills of those with higher musical ability and enthusiasm. Pupils' learning is further enriched by visits from instrumentalists and these make a good contribution to pupils' cultural development.
103. Pupils' singing is satisfactory. Pupils in the choir, however, sing with much more control of breathing, diction, dynamics, tempo and pitch. They sing two-part harmonies well and are achieving good standards. Pupils enjoy this activity and were very pleased to perform to new audiences during the inspection. They are also very proud of the song for 'Mother's Day' that they have recently recorded on compact disc.
104. Although no lessons were seen, it is clear from the quality of singing and playing in the school that the quality of teaching is at least sound. Pupils in Year 2 sing a range of songs from memory and were keen to sing their favourite hymn, knowing all the words and singing in tune. The majority can maintain an accurate beat and clap a repeating pattern. They talked enthusiastically about their work in music and could name some instruments in the orchestra and knew how they were played. Year 6 pupils describe and appraise the music they hear satisfactorily. Their discussions reflect knowledge of different kinds of music, for example classical and folk. They have listened to a range of music and can name famous musicians such as Mozart and Beethoven and know how different moods can be created by different musical elements. Opportunities are provided for children to compose and evaluate their music. In Year 6, they create their own musical notation and use this to play each other's pieces. Pupils are taught the correct musical terms and they quickly adapt to using them in their discussions.
105. The co-ordinator is enthusiastic and leads the subject well, being responsible for promoting music through good quality extra-curricular activities. Short-term planning is satisfactory but does not always show sufficiently how the pupils' work should be matched to their learning needs and how the work they have undertaken can be evaluated. As yet there are no assessment procedures in place to monitor pupils' attainment and progress. There are no formal opportunities to monitor teaching so as to identify areas for further development to raise standards. The overall picture is one of a subject that is improving and making a valuable contribution to pupils' social and cultural development.

PHYSICAL EDUCATION

106. Standards have been maintained since the last inspection and remain in line with expectations by the age of seven and eleven. Because the school puts a high priority on the teaching of swimming from an early age, standards in swimming are well above average.
107. In all lessons observed pupils showed a good sense of spatial awareness as they moved at varying speeds and directions around the hall. In dance, both infant and junior pupils are able to interpret

music and move their bodies at varying levels and heights in order to interpret different styles of music and rhythms. For example, Year 1 and 2 pupils performed slow, controlled stretching movements to illustrate through movement and dance how a plant grows from a small seed, and Year 5 and 6 pupils skilfully devised a dance in the style of Mardi Gras.

108. The good teaching of games skills in lessons and the very good provision of extra-curricular sporting activities such as girls' football, rugby, and short cricket, contributes significantly to the good progress pupils make in games skills. For example, through specialist football coaching and inter school tournaments pupils develop a good understanding of tactical skills such as attack and defence. In a Year 3 and 4 games lesson pupils demonstrated appropriate hand, eye co-ordination and control when hitting a ball to their partner. Teachers have secure subject knowledge and this enables them to skilfully demonstrate key skills in lessons, which supports pupils learning well. For example, in the same Year 3 and 4 games lesson, the teacher effectively taught initial tennis skills such as how to hold a racket correctly in order to receive and return a ball, while maintaining appropriate co-ordination and control. In gymnastics Year 6 pupils showed appropriate balance and control when jumping off apparatus and focused well on body shape and quality of movement when landing.
109. The quality of teaching is currently good. Teachers pay good attention to safe practices in lessons and manage and control pupils well during physical activity. They give clear instructions to pupils which enables lessons to run smoothly and at an appropriate pace. Teachers have secure subject knowledge and this enables them to skilfully use demonstration techniques effectively to support pupils learning. Teachers provide plenty of opportunity for pupils to evaluate their work in order to improve further the quality of their performance. Resources are well prepared and used effectively to support pupils' learning. Teachers make good links with other subjects such as English. For example, in a Year 1 and 2 lesson the teacher effectively used key vocabulary prompt cards used to write a scary story in creative writing in order to explore further the theme through dance.
110. The school fosters a fully inclusive curriculum in physical education and pupils with special educational needs, particularly those with physical disabilities, are well supported in lessons by support staff. This enables these groups of pupils to be fully involved in lessons and to make similar progress to their peers.

RELIGIOUS EDUCATION

111. Attainment in Year 2 and Year 6 is in line with that expected by the Locally Agreed Syllabus. This is the same situation as was reported at the previous inspection. All pupils are fully included in learning and this makes a good contribution to pupils' spiritual development. Those pupils with special educational needs and those for whom English is an additional language make satisfactory progress. Boys and girls attain equally well. Pupils behave well in lessons and they are keen to learn.
112. By Year 2, pupils have a good knowledge of the Nativity story and are learning about the significance of Easter in the Christian calendar. They can recall stories about famous people in the Bible such as John the Baptist, and David and Goliath. The higher-attaining pupils know and can retell some well-known parables of Jesus, such as the Good Samaritan, and can explain their meaning. As a result of a visit from the local vicar pupils understood the importance of baptism to Christians. Pupils in the infant classes have limited knowledge of faiths other than Christianity, but are familiar with the Hindu story of Rama and Sita. Pupils know about Christian artefacts such as the crucifix, and they write simple sentences to describe them. However, there are limited opportunities for pupils to write in religious education so as to further develop appropriate skills.
113. By Year 6, pupils are familiar with many aspects of the life of Jesus. They know that the Bible is special to Christians, and through an interesting assembly, they learned to understand the religious significance of 'Lent'. In discussion, pupils were able to show that they have a satisfactory

knowledge of some aspects of Islam, such as Eid, Ramadan and the Mosque. Higher attaining pupils are able to explain why the Qu'ran is important to Muslims and relate this to the significance of the Bible to Christians. The subject makes a satisfactory contribution to pupils' cultural development. In Year 6 pupils use a variety of styles of writing to record their opinions, feelings and knowledge about religious stories and events they are studying and this has a positive impact on their learning.

114. Overall, the quality of teaching and learning is satisfactory throughout the school, although there are examples of good teaching. In one good lesson the teacher made it memorable by providing 'buns' to eat while pupils learnt about and acted out the story of the 'Last Supper'. Good teaching encouraged pupils to understand how Jesus and the disciples were feeling at this time. Higher-attaining pupils showed a good knowledge of the story and the events that led up to this meal and were able to empathise well with the main characters. In a good lesson in Year 6, pupils debated and considered views on the 'denial' of Jesus by Peter, seeing it both from the viewpoint of a Roman soldier and also a disciple. Higher-attaining pupils were able to write a good report on the 'Capturing of Jesus', reflecting well both the feelings of the disciples on the one hand and that of the Roman soldiers on the other. This lesson contributed well to pupils' social and moral development through thoughtful consideration of why certain things are right or wrong.
115. The curriculum is planned over a two-year cycle in Key Stage 1 and a four-year cycle in Key Stage 2, and studies this year are based mainly on Christianity. This limits the pupils' opportunity to learn about and make comparisons with other religions. There is a new co-ordinator who is aware of this weakness and is waiting for the publication of the new Agreed Syllabus when she will review planning to address these issues. A good range of religious artefacts and books support lessons effectively. Visitors and parents share their knowledge and expertise well and this makes learning more meaningful for all pupils.