

# INSPECTION REPORT

## **HULLAND PRIMARY SCHOOL**

Ashbourne, Derby

LEA area: Derbyshire

Unique reference number: 112831

Headteacher: Mr S Jackson

Reporting inspector: Mrs S E Hall  
21750

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> January 2003

Inspection number: 247276

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Firs Avenue Hulland Ward Ashbourne Derbyshire
Postcode:	DE6 3EH
Telephone number:	01335 370243
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms J Piggin
Date of previous inspection:	8 <sup>th</sup> December 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	The Foundation Stage curriculum Special educational needs Mathematics Science Art and design Music	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31807	Mr D Carpenter	Team inspector	Equal opportunities English Information and communication technology Design and technology Geography History Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Hulland Primary School is in a rural area of the Derbyshire Dales close to the small market town of Ashbourne. There are 76 pupils aged from four to eleven at the school, which is much smaller than average. There is an average number of pupils moving in and out of the school, other than at the normal time of entry or leaving. Economic indicators for local wards are above and sometimes well above average. Approximately 2% of pupils are eligible for free school meals, which is well below average. There are no pupils speaking English as an additional language. There are 11 pupils on the school's special educational needs register with the percentage being in line with that found in most schools. There is one pupil with a statement of special educational need. The attainment of children on entry to the school is mostly average in all areas of their development although a minority of children exceed the expected targets for their age. The school is justifiably proud of its accreditation by the Basic Skills Agency for its work in Literacy and Numeracy and for its work with the Derbyshire Anti-Bullying Project.

### **HOW GOOD THE SCHOOL IS**

This is a school that cares for the pupils well and which provides a satisfactory quality of education overall. The pupils mainly achieve average standards and make reasonable progress. The quality of teaching and learning is mostly good. Leadership and management of the school are satisfactory and the school provides satisfactory value for money.

#### **What the school does well**

- The pastoral care of pupils is good and all pupils are valued for their efforts.
- The behaviour and personal development of pupils is good.
- Pupils achieve well in mathematics in Key Stage 2 and in religious education, history and geography throughout the school.
- Teaching and learning in Key Stages 1 and 2 are good overall.
- Provision for pupils' moral and social development is good.
- Extra-curricular activities are very good.

#### **What could be improved**

- The quality of pupils' writing.
- The monitoring and evaluation of the work of the school.
- The role of the Governing Body.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been satisfactory overall improvement since the previous inspection in December 1997 although the pace of improvement in some key issues has been too slow. The school has partially addressed the identified areas although more remains to be done in most of them. The school has developed schemes of work for all subjects except art and design, and has introduced appropriate assessment procedures which evaluate attainment in the core subjects of English, mathematics and science, but assessment in other subjects remains informal. The school has introduced satisfactory strategies to monitor and evaluate the work of the school although this lacks rigour and only directly involves the headteacher. There has been satisfactory improvement in development planning and in the quality of information to parents. Suitable arrangements for Performance Management are in place. There has been

satisfactory overall improvement in standards, teaching and learning and in leadership and management, although there remain some areas for improvement within each aspect.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	E	E	E*	well above average A above average B average C below average D well below average E very low E*
Mathematics	B	A	B	C	
Science	E	A	D	E	

The National Curriculum tests in 2002 indicate that at the age of seven pupils' attainment in reading and mathematics was in line with the national average, and in writing was above the national average. The school did not do so well when standards are compared to those with similar numbers entitled to free school meals. There are sometimes very small groups of pupils in each year group throughout the school and in some cohorts there is a disproportionately large number of pupils with recognised special educational needs. This makes statistical analysis of assessment data and comparison with other schools difficult. Inspection findings are that the current group of pupils in Year 2 is achieving standards in line with national expectations in reading, writing and mathematics.

The National Curriculum test results in 2002 show that at the age of eleven pupils' attainment in English was well below the national average and the results were amongst the lowest five per cent of schools with similar numbers of free school meals. Attainment in mathematics was better and above the national average and standards in science were below the national average. The school targets for 72% of pupils to achieve at least the expected Level 4 in English were not met. Targets for 64% to achieve the Level 4 in mathematics were met. The current group of pupils in Year 6 are doing better overall and achieving standards in line with national expectations in English and science and standards above national expectations in mathematics. Over a number of years pupils have not achieved very well in writing. They have done considerably better in mathematics largely because the teaching of mathematics in Key Stage 2 is stronger than that in English. The school has currently set reasonably challenging targets for 81% of pupils to achieve Level 4 in mathematics and for 61% to achieve Level 4 in English.

Standards in religious education, history and geography are above expectations throughout the school. Attainment in other subjects is in line with what is expected for the age of the pupils. Pupils achieve satisfactorily although sometimes they are not always fully challenged and do not consistently try as hard as they might. Pupils with special educational needs make satisfactory progress and those with a statement of special educational need make very good progress because of the high level of individual support they receive.

The attainment of most of the children when they start in the Reception class is largely average in all areas of their early development. However, children are often quite passive, and they rarely volunteer their ideas or what they know. They make satisfactory progress during

the Foundation Stage and most enter Year 1 having achieved the Early Learning Goals in all areas.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school although some have developed the habit of not contributing to discussions to identify what they know.
Behaviour, in and out of classrooms	Good. Pupils generally get on together and behave well. There have been no exclusions and there is no significant anti-social behaviour. The school is an active participant in a local anti-bullying project.
Personal development and relationships	Good. Pupils have good relationships with each other and with the staff. However, there are limited opportunities to show initiative, to make choices in their learning, and to take responsibility.
Attendance	Good. Attendance is good overall, but a small number of pupils arrive late to school and this disrupts the start of lessons.

### TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Strengths are in the good management of pupils, which ensures lessons are conducted in a calm and orderly manner, which enables pupils to concentrate well. Teachers explain things clearly so that pupils pick up factual information well and know what they have to do. Teachers' subject knowledge is mostly good. They often plan different work for groups of pupils, largely based on their age, which does not always fully meet the needs of the highest attaining pupils. Whilst staff generally have good expectations of behaviour and of what the pupils can achieve, occasionally more could be expected of them in their work. The pace of lessons is satisfactory overall, but sometimes pupils spend too long listening to staff. Teaching in the Foundation Stage is satisfactory although too often linked to formal work within the National Curriculum and there are not enough opportunities for structured or informal play. The teaching of Literacy is satisfactory with good features in Key Stage 1 and Numeracy skills are taught well overall. However, excessive use of photocopied worksheets inhibits pupils developing their own written style. Teaching of pupils with special educational needs is satisfactory overall.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for pupils in Key Stages 1 and 2 is broad and reasonably well balanced although there are weaknesses in music and in art and design. The curriculum for children in the Foundation Stage is sometimes based too much on the first stages of the National Curriculum and not enough on structured play activities. Extra-curricular provision is very good.
Provision for pupils with special educational needs	Satisfactory overall. Planning and support for pupils are sound. Individual Education Plans accurately identify areas for support. The help for pupils with a statement of special need is very good and this supports their inclusion in educational and social activities at an appropriate level.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' spiritual, moral and social development is good. Pupils are encouraged to become thoughtful and caring members of society who know the difference between right and wrong and are aware of how their actions impinge on the lives of others.
How well the school cares for its pupils	Good. As staff teach the pupils in mixed age classes for at least two years they know them well and provide a good level of pastoral support and care. Assessment routines are effective in English, mathematics and science but are informal in other subjects.

The school has satisfactory links with parents and the general level of information provided to them is good. The strongest criticism is that a significant minority does not believe that the school is well led and managed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher leads the small staff team in a satisfactory manner and supports pastoral development well. The management of the school is appropriate and enables it to run smoothly and as an orderly community.
How well the governors fulfil their responsibilities	Satisfactory overall. The governors fulfil their statutory duties satisfactorily. Some aspects of their role in monitoring and supporting the work of the school, including curriculum development, are under-developed.
The school's evaluation of its performance	Satisfactory. The school has introduced procedures to monitor and evaluate the quality of planning, teaching and learning in core subjects which have been monitored externally. But, this does not involve all staff, lacks rigour and is not fully effective in informing areas for development in other subjects and areas of school life such as the Foundation Stage.
The strategic use of resources	Satisfactory. The principles of best value are applied to purchases appropriately and the tight school budget is managed efficiently. Staffing, and resources are satisfactory and school accommodation is good although best use is not made of a central atrium.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That children are happy at school.</li><li>• That the school is helping pupils become responsible and mature.</li><li>• Behaviour is good.</li></ul>	<ul style="list-style-type: none"><li>• The quality of leadership and management.</li><li>• The quality of teaching and expectations of pupils working hard, achieving their best and making more progress.</li><li>• The school working more closely with parents.</li><li>• Information about how pupils are getting on.</li><li>• The more systematic use of homework.</li></ul>

Inspectors agree with the positive views of the parents. Information to them is generally good and the use of work at home is satisfactory, although pupils' reports could be improved. Inspectors agree that more could be expected of some pupils in the rate of the work completed and especially in their writing. But, overall teaching is predominantly good. The quality of leadership and management is satisfactory although there are acknowledged difficulties in communications with a small number of parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. School assessment information and observation of the children indicates that their skills on entry to the Reception class are average in all areas of their early learning, as they were in the previous inspection. The majority of children have personal and social skills that are in line with what is expected for their age, but a minority of children, whilst listening appropriately, are reluctant speakers and often sit passively during discussions, offering little of their ideas. This is unusual for the age of the children who are often lively and chatty and is an area that the school is hoping to address through further developing links with local pre-school organisations. All children, including those with special educational needs, make satisfactory overall progress in the Reception class and achieve the Early Learning Goals, which are the nationally recognised targets for children of this age. Teaching and learning are satisfactory overall. The teaching of the youngest children is caring and very supportive and enables them to make a happy start at school. However, because activities are often quite formal within the mixed age class, the concentration and learning of some children is affected when they have to sit and listen for lengthy periods.
2. When analysing the attainment of pupils in end of key stage national tests it must be borne in mind that the school is considerably smaller than average, and that in some year groups there are very small numbers, as the current Year 2, for example, where there are five pupils. In addition, within some year groups there are significant numbers of pupils with special educational needs. Therefore, statistical comparisons between year groups are difficult. The school is acknowledged as being caring and some families from outside the local area choose to seek admission in the belief that their children will be well supported.
3. In the National Curriculum tests of 2002 at the end of Key Stage 1 pupils' attainment was in line with the national average in reading but well below average when compared to standards in schools with similar numbers of pupils entitled to free school meals. Reading has traditionally been an area of strength in Key Stage 1 and in two of the last four years attainment has been well above the national average. Inspection findings are that current standards in reading are above average at the age of seven. Most pupils learn to read well and with enjoyment and they make good progress in this area. Overall, pupils have average skills in speaking and listening. A small number are confident and articulate speakers but many are fairly quiet in discussions and offer little.
4. National test data at the end of Key Stage 1 also indicate that pupils do well in writing. In 2002 standards were above the national average and were average when compared to similar schools. Again, in two of the last four years attainment was well above national averages. Pupils learn to write well in Key Stage 1 because the class teacher who is the English co-ordinator teaches the basic skills well. Inspection findings are that current standards in writing are average. Pupils learn to write effectively, neatly, with reasonably good spelling and in the infants they most make good overall progress in writing, although this is sometimes limited by the overuse of worksheets.
5. Whilst pupils in Key Stage 1 have traditionally done well in English tests they have not always done so well in mathematics. Very unusually, in two of the last four years, when pupils did well in reading and writing they did poorly in mathematics, with attainment being well below the national averages. However, in 2002 pupils did better than in the

previous years in mathematics and attainment was in line with national averages although below the average of similar schools. For the improvements made in 2002, the school was awarded the Basic Skills Quality Mark for literacy and numeracy. Inspection findings are that current standards in mathematics are average and progress is satisfactory with strengths in pupils' understanding and use of number. Pupils do not achieve as well as they might in areas of problem solving because of the extensive use of photocopied worksheets that do little to promote pupils' use and application of their numeracy skills in a range of open-ended tasks.

6. In Key Stage 2 the pattern of good achievement in English and lower standards in mathematics is reversed and pupils have generally done considerably better in mathematics than English. Inspection evidence concurs with the headteachers' assessment that this is because of different levels of subject knowledge and specialisms in the small staff team. The school has currently set reasonably challenging targets for 81% of pupils to achieve Level 4 in mathematics but are lower for English at 61%.
7. In the 2002 national tests at the age of eleven attainment in English was well below the national and similar schools averages and was in the lowest five per cent of schools with less than eight per cent of pupils entitled to free school meals. In the previous three years, attainment has been either below or well below the national average. However, the school has rightly prioritised the development of writing skills in Key Stage 2 and standards are starting to rise, but at a slow pace. Pupils' speaking and listening skills are average as are their reading skills but standards of writing remain below average. Inspection findings are that, overall, attainment in English is currently average and progress is satisfactory but with writing being a key issue for further improvement.
8. Standards in mathematics at the end of Key Stage 2 have been considerably higher than in English in national tests in three of the last four years. This was most noticeable in 2001 when standards were well below average in English and well above average in mathematics. In 2002 the standards attained in mathematics by pupils aged eleven were above the average of schools nationally and were average when compared to similar schools. Inspection findings are that standards are currently above average. Pupils have strong skills in number and carry out a range of mental and written calculations with good levels of understanding. This is largely because teaching in Years 5 / 6 carries a good level of challenge for the pupils, who make good overall progress.
9. Teacher assessments in science in 2002 for pupils at the age of seven indicated attainment was well below the average both in terms of the numbers of pupils achieving the expected Level 2 and the higher Level 3. However, this assessment appears to have been over cautious as that group of pupils is now working at levels that are at least average for their age. In the Key Stage 2 national tests in 2002 pupils' attainment in science was below the national average and well below the average of similar schools. There has been no consistent pattern of achievement in the subject, varying from well below to well above average in successive years often affected by the small numbers of pupils in the cohorts. Inspection findings are that standards in science are currently in line with national expectations for the age of the pupils at the end of Key Stage 1 and Key Stage 2.
10. Standards in information and communication technology are now in line with expectations for the age of the pupils, which indicates a considerable improvement since the previous inspection when attainment was well below expectations. Since that time the school has developed a computer suite and pupils now benefit from the work

of a part time member of staff with specific skills in the subject. Pupils are making satisfactory progress in the subject although class computers are under-used.

11. By the end of both key stages, pupils' attainment is above expectations in religious education, history and geography. Pupils' writing in these subjects is often better than it is in English because tasks are more open-ended and pupils can write in their own words rather than simply filling in spaces on a worksheet. Pupils have good recall of activities they have undertaken in all three subjects and in discussion note with pleasure some of the things they have learned. Standards in all other subjects including art and design, design and technology, music and physical education throughout the school are in line with expectations for the age of the pupils.
12. The progress that the pupils make as they move through the school is mostly good overall although there is considerable variation between subjects and within different parts of the school. This is largely because the small staff team have different curriculum strengths which affect the quality of teaching and learning. Overall, pupils make the most consistent progress in Years 3 / 4 where teaching is of a more even quality. The majority of pupils achieve the standards of which they are capable, although on occasion more could be expected of higher attaining pupils. This is something that the parents have noted. The school has identified no pupils who are gifted and talented.
13. Pupils with special educational needs make satisfactory progress overall. Teachers usually support them within the class and to some extent they are supported by education care officers. The involvement of such support staff is sometimes under-developed. However, the support for pupils with a statement of special educational need is considerably better and is very good. The close one-to-one support of these pupils is consistently very effective and considerably enhances the progress that pupils make towards the targets identified in individual education plans. This fully supports pupils' social and educational inclusion within a main stream school very successfully.

### **Pupils' attitudes, values and personal development**

14. In general, pupils have good attitudes to school and are interested in their work in all subjects. All parents responding to the inspection survey stated that their children like school. There is a minority of pupils, throughout the school and including Foundation Stage children, who make little or no effort to contribute to lessons, and do not promote themselves in class.
15. Pupils are well behaved in lessons, in assemblies, and at play. When asked they are prepared to discuss their work with adults and to share ideas and discoveries with their friends. Despite concerns expressed by some parents about behaviour there was no evidence of bullying, and pupils are not aware of any oppressive behaviour. There have been no exclusions. The vast majority of parents agree that behaviour in school is good.
16. Relationships throughout the school are good. Pupils have good understanding of how their actions affect others and this understanding is developed through such schemes as playground buddies. Pupils' personal development is satisfactory but is not always effectively supported by classroom support assistants, who occasionally help too much. Opportunities for pupils to take the initiative and accept responsibility for their own learning are limited. There are no classroom monitors, prefects or a school council. Almost all parents, however, believe that the school is helping their children to become mature and responsible.

17. Attendance is good. The rate of attendance during the last year was 95%, which was above the national average. Unauthorised absence, during the same period, was above the national average owing to families taking holidays in term time. A small number of pupils arrive late to school and this disrupts the start of the school day. The school has made good use of new technologies to improve the accuracy of attendance information. The Education Social Worker provides support for the school in monitoring unauthorised absence.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. Teaching and learning are good overall, which indicates a slight improvement since the last inspection. Teaching was very good in almost 6% of lessons observed during the inspection, good in 72% and satisfactory in 22%. There was no unsatisfactory teaching seen.
19. Teaching in the Foundation Stage is satisfactory with some good features and promotes satisfactory learning overall. Strengths in the teaching of the youngest children are in the warm and supportive ethos created in the class by the calm and caring manner of the class teacher. This enables the children to settle happily and begin their school career with confidence. Parents are pleased about this aspect of school life. The organisation of lessons for children in the Foundation Stage is more complex than in most schools because this group of children is part of a mixed age class that also contains more pupils from Years 1 and 2. This makes the planning of lessons to meet the different age and ability levels very difficult. The main weakness in teaching is the overly formal style of organisation of activities which is based to a greater extent upon the National Curriculum rather than upon the Early Learning Goals, which is the national guidance for children of this age.
20. Many children enter the Reception class with a very passive approach to learning because such skills have not been well developed and, unusually for their age, rarely contribute their thoughts and ideas. Not enough is done to develop lively and enquiring responses. Children are often required to sit for lengthy periods for the introduction of formal lessons or for inactive periods and too much use is made of photocopied work sheets. There are few opportunities for the children to learn through structured play, role-play or free play activities where they can develop their speaking and other basic skills. The effectiveness of classroom support when working with younger pupils is limited and support staff are not sufficiently involved in organising practical learning activities so that the class teacher can concentrate on different groups in turn. For instance, support staff do little to encourage the children's attempts to write unaided and this does not encourage the children to experiment and find out for themselves.
21. The teaching and learning of pupils in Key Stage 1 and 2 is good overall. There are many strengths in the calm and quietly purposeful learning environments created in classes especially for the younger and older pupils where teaching is never less than satisfactory and is predominantly good. Very occasionally, teaching is unexciting and does little to motivate the pupils to try really hard. Teaching is often more lively and challenging and ultimately more successful in the middle years of the school. Here teaching is never less than good and is occasionally very good.
22. The main strength in teaching is the consistently good management of pupils throughout the school. Because pupils are in classes for at least two years staff know

them well. Teachers have good and often very good relationships with pupils, whom they treat with tolerance and respect.

23. Teachers' knowledge and understanding of the subjects they teach are generally good. There are particular strengths in teachers' subject knowledge in the teaching of mathematics for the older pupils, in science for pupils in the middle of the school and in English for the younger pupils. Here teachers' own confidence in what they are doing is good and this is reflected in well-organised and challenging activities. However, there are weaknesses in teachers' subject knowledge of how to teach all aspects of the music curriculum and to some degree in how to improve pupils' writing skills. Often the quality of teaching is too dependent on individual teachers' skills in specific subjects and this results in variations in the standards achieved in, for example, mathematics and English.
24. Teachers' expectations are good overall, although there are some areas for further improvement which parents noted in the pre-inspection meeting. Staff have high expectations of pupils' behaviour and make these expectations clear within class activities by reminding pupils what is appropriate and what is not. Staff also expect pupils to listen well and concentrate on what they are doing and most pupils are keen to live up to these expectations which ensure that classes are orderly and positive learning environments. Staff also usually have good expectations of what pupils can achieve and organise a range of reasonably challenging activities. However, activities are often organised for distinct year groups and not always for ability groups. Whilst this meets the needs of the majority of pupils, this sometimes results in a slight lack of challenge for the highest attaining pupils. This is most noticeable in writing activities where not enough is expected of pupils.
25. The planning of lessons is satisfactory. Planning reflects the two-year planning cycle for most activities and ensures reasonable coverage of different subjects. However, lesson planning does not identify the target levels for achievement in specific tasks and is sometimes un-specific. The aims of a lesson are not shared with pupils and this does not enable them to have a clear understanding of their own learning or to know whether they have achieved what was intended.
26. The teaching of basic skills is satisfactory overall with some good aspects. Pupils are taught how to read well, to write with generally satisfactory skill and to carry out mathematical computations with confidence. Pupils are taught basic computer skills well in activities with specialist staff support. However, not enough use is made of class computers to take these and other skills, such as those for research purposes, to a higher level. Basic skills are also taught at least satisfactorily in all other subjects although there are some weaknesses in music.
27. The methods teachers employ are generally good. All staff explain things well to pupils and make clear to them exactly what they have to do although they rarely share the aims of the lesson with pupils and this sometimes limits the pupils' understanding of their own learning. Activities are organised for groups or the whole class as appropriate and individually for those with particular needs. There is a reasonably good mix of practical learning and of tasks requiring calculations or the recording of what has been taught. However, there are important weaknesses in the extensive and excessive use of photo copied work sheets throughout the school. Whilst sometimes a means whereby staff can work with other groups, worksheets sometimes limit the pupils' responses to little more than a phrase and this severely curtails the opportunities to record their ideas and personal responses to the range of activities. This is an

important area that monitoring in the school has failed to identify and which has had a detrimental effect upon developing the skills of writing.

28. The use of time, support staff and resources is good overall although with some areas for development. Most lessons make reasonable use of the time available although sometimes lessons for the older and younger pupils lack pace. Pupils are adept at looking busy and because sharp time targets are not set there is little sense of urgency in completing tasks. However, the pace of lessons for pupils in Years 3 / 4 is generally better. This was seen in a very good design and technology lesson where the teacher maintained a very good pace, which drew pupils into enthusiastic responses. She demonstrated how to approach tasks, such as measuring and deconstructing items in exploring torches and circuits whilst looking at the design requirements for making their own torch.
29. Education Care Officers in both keys stages are used to support teaching in a satisfactory manner overall. However, the use of their time is variable and some staff are not pro-active in their roles. They often wait to be guided by the teacher and time is not always used to effect when they simply listen to lengthy introductory activities or supervise pupils watching a video. This time is rarely used for simple assessment purposes including recording which pupils make a contribution to class discussions or other appropriate tasks.
30. The quality and use of on-going assessments are satisfactory with some strengths. The verbal feedback teachers give to pupils is good. This makes clear to them what they have done well and on the best occasions suggests other ideas or ways of working to consider. The marking of pupils' work is satisfactory but fairly superficial and does not offer much in the way of detailed guidance on how to improve work.
31. The use of work at home is satisfactory. Pupils are encouraged to take home books and share these with their parents. The sample of recent work shows the use of some work sheets, such as in mathematics, where there are problems to solve at home and which enable parents to join in with such work. However, parents indicate work at home is done only infrequently and that they would like more for the pupils to do without their support.
32. The teaching of pupils with special educational needs is satisfactory overall. Occasionally activities are specifically planned for these pupils but on the whole pupils work within their year group and produce a different standard of work. However, the quality of support for pupils with a statement of special educational need is much more effective and is very good. The close working relationship between support staff and pupils is very successful in enabling pupils to take part in activities that are appropriate to their Individual Education Plan and thus fully supports their social and educational inclusion within the school. Support staff and class teachers work closely with specialist staff from the Local Education Authority.
33. The overall learning of pupils across the school is good. Those with below average and average attainment make the progress of which they are capable. Pupils with higher attainment achieve reasonably well but on occasion they could achieve more if more was expected of them. Staff generally use questioning skills reasonably well, although do not sufficiently involve the quieter pupils through directed questions, which sometimes allows pupils' concentration to drift. Staff undertake in-service training in a range of areas as appropriate but are very sensitive to parental criticism of the arrangements made during their absence.



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

34. The school provides a satisfactory curriculum for the Foundation Stage in the Reception class. The curriculum for the Foundation Stage is broad and reasonably balanced but does not fully reflect the national guidelines for children of this age and often reflects the early stages of the National Curriculum, which does not always meet the needs of the youngest children particularly well. There are not enough informal and imaginative activities that stimulate imagination and discussion. Religious education is taught to children who are of statutory school age. Improvement since the previous inspection has been satisfactory.
35. The breadth, balance and relevance of the curriculum provided for pupils in Key Stage 1 and Key Stage 2 is satisfactory overall. This is an improvement from the time of the previous inspection but there are still weaknesses in the provision for art and design and music at both key stages. The allocation of time to subjects across the curriculum is broadly in line with recommendations but, on the basis of the figures provided by the school, is in need of careful auditing. The stated priority of the school is to raise standards in English but there appears to be a shortfall in the percentage of time allocated to the subject. The quality and range of learning opportunities in the curriculum are well supported by the provision of extra-curricular activities that are popular with pupils. Statutory requirements are fulfilled in respect of the National Curriculum and religious education, which is taught according to the requirements of the Locally Agreed Syllabus.
36. The National Literacy Strategy and the National Numeracy Strategy have been implemented successfully across the school and these have been having a positive impact on pupils' attainment in both areas. Evidence from the inspection, including the quality of pupils' work in subjects such as history and geography, indicates that the strategies have also had an impact in other areas of the curriculum. National guidelines are being used in most other subjects. Curriculum leaders of the foundation subjects often carry responsibilities for several subjects. Co-ordinators recognise that curriculum guidelines do not always provide adequate guidance for non-specialist teachers but have not yet had the opportunity to respond to this challenge. Existing plans and schemes of work are satisfactory overall except in the case of art and design where no scheme of work exists at present and there are weaknesses in music where not all aspects of the curriculum are addressed in sufficient depth. There are no whole school assessment procedures in the foundation subjects and this hinders effective planning to address the needs of different groups of pupils.
37. Curriculum planning and provision for pupils with special educational needs is satisfactory. Pupils are supported by teachers and educational care officers. Whilst most pupils with special educational needs work on the same or very similar tasks to other pupils this is reasonably effective for the majority. Where pupils have a statement of special educational needs they are very well supported which ensures they have access to a curriculum that is generally appropriate to their needs.
38. The curriculum for information and communication technology is good. The resources provided by the recent addition of a computer suite are being used well to support pupils' learning across the curriculum. Curriculum provision for information and communication technology now reflects the National Curriculum programmes of study and this represents an improvement from the previous inspection when the subject failed to do so.

39. The staff and the Governing Body are aware of the need to ensure equality of opportunity and educational inclusion for all pupils. Procedures are in place to deal with incidents of racist language and attitudes and to promote pupils' appreciation of cultural diversity. Although provision for pupils' spiritual, moral, social and cultural development is good, overall more could be done to promote an understanding of other cultures in the teaching of art and music throughout the school. The headteacher has been a member of the Derbyshire Anti-Bullying Committee and the school has been prominent in developing anti-bullying policies.
40. The school provides a very good range of activities outside lessons. These include chess and computer clubs, French, netball, football and music tuition. All activities are available to boys and girls in Key Stage 2. Music tuition is available for Key Stage 1 pupils. Extra-curricular activities are very popular with 50 different pupils taking part. A small number of parents, however, would like to school to provide even more extra-curricular activities.
41. The school makes good provision for pupils' personal, social, health and citizenship education. A co-ordinator has been appointed to manage the programme of study which has recently been introduced and timetabled for all classes. Sex and drugs education are presented at a level appropriate to the age and understanding of the pupils. Some aspects of the subject are presented through the religious education and science curriculum.
42. The school has good links with the community that it serves. Each month, pupils and staff attend a family service, either in the school or in church. The church members also provide practical support to encourage pupils' work for national and international charities. For example, the ladies group made a donation to enhance the funds raised by pupils for the Chernobyl Children's Childline. Pupils carry out significant charity work and this helps them to understand that there are people who need to be helped. At Christmas time, in particular, pupils learn that there are benefits in giving rather than receiving. Local groups are invited to school concerts.
43. Pupils enjoy regular visits to the theatre, places of worship, museums and other places of interest and these extend their learning well. Visiting musicians and theatre groups further enrich the curriculum on an occasional basis. The school prides itself upon the quality of residential visits provided for older pupils. Residential visits are undertaken annually; hence pupils in Key Stage 2 generally attend four visits. Pupils in Years 3 / 4 spend three days at a youth hostel in Derbyshire; pupils in Years 5 / 6 spend a week further afield, for example, in Snowdonia. Presentations are made to parents prior to the visits and upon return pupils use their newly acquired experiences to enrich their class work and displays.
44. The school regularly welcomes teachers in training, pre-placement students, and students from the local college and secondary school undertaking work experience. These visitors provide pupils with additional learning experiences and with opportunities to experience different teaching styles. There are well-established transition arrangements with the secondary school to which most pupils transfer.
45. The school makes good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. This represents an improvement in the provision for spiritual development since the time of the previous inspection. Provision for pupils' spiritual development is good. Opportunities are provided for them to reflect on their lives and learning and on events in the world around

them. Teachers use incidental opportunities for the promotion of a spiritual dimension in their lessons although planning does not always provide a systematic approach. The daily acts of collective worship meet statutory requirements and play a significant role in promoting pupils' spiritual awareness. Teachers do not always attend assembly so the opportunity to follow up aspects of spirituality is limited.

46. Provision for moral development is good. Throughout the school, pupils are aware of the few rules that govern their behaviour. Adults in the school provide good role models for pupils to follow and encourage pupils to address moral issues in their lessons. Older pupils are able to examine the moral issues that arise in their study of history and geography and through their personal, social and health education when, amongst other issues, they can address equality of opportunity and inclusion.
47. Provision for social development is good and has a positive impact upon the pupils' conduct and behaviour. The school is a caring and friendly community and pupils enjoy the social dimension of their daily contacts. Older pupils in particular value the opportunities for social development that arise from residential and other educational visits. Through such visits they get to know each other and their teachers and they are able to enhance their team-building skills when faced with challenges.
48. Provision for pupils' cultural development is satisfactory. Pupils are aware of their own culture in both a local and national setting. Through their studies in art and music they have been able to explore some aspects of the European tradition in these areas but they are less secure in their understanding of the eclectic musical and artistic traditions now found in modern Britain. In their assemblies and religious education pupils are able to explore aspects of the major faith communities of the world and they know that these are now represented in Britain.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school has satisfactory procedures for ensuring pupils' health, safety and welfare. The school has appointed a teacher to be responsible for child protection issues and she has received recent training for this role. All governors and adults in school have received group or individual training for child protection, including student teachers and local group leaders. The headteacher has received recent health and safety training, and first-aid kits are strategically placed about the school. Kitchen staff are aware of pupils' special dietary needs.
50. The Governing Body is responsible for formal procedures which ensure the identification, evaluation and resolution of potential hazards. Risk assessments have been conducted on the specific features of the premises. These evaluations need to be formalised in line with the training and documentation the school has received.
51. There are good procedures in place for monitoring and improving attendance, and these have been significantly improved since the introduction of electronic monitoring. Procedures for monitoring and promoting good behaviour are effective with little or no disruption in lessons. Midday supervisors are encouraged to identify and reward pupils' good behaviour at lunchtime. However, whilst staff are available, some have little contact with the pupils in their care and do not involve themselves in encouraging co-operative play. At the end of the day, teachers accompany pupils to the school gates where they are collected by their parents or catch the school bus. The school maintains a file of pupils' work which is collected termly and demonstrates their attainment in core subjects.
52. The school subscribes to a local authority initiative against bullying. This has been undertaken as a response to a parental concern about oppressive behaviour. The project is specific to the school and full support has been received from staff, governors and parents. Pupils state that there is no bullying in school, and there were no indications of oppressive behaviour during the inspection.
53. The school has effective procedures to identify pupils with special educational needs and complies with the Code of Practice. Information is used to review the placing of pupils on the special needs register and in deciding what additional help they may require. The school also meets statutory requirements in responding to pupils' statements of special educational needs, including the provision of additional staffing. The school provides equality of access to the full National Curriculum for all its pupils with special educational needs.
54. Procedures for assessing pupils' attainment and progress are satisfactory overall and assessment has been prioritised in the School Improvement Plan. Procedures are most effective in the core subjects of English, mathematics and science and less effective in the foundation subjects and the Foundation Stage. In the core subjects assessment information is used to ensure that pupils' needs are met but in the foundation subjects there is little retention, and analysis of progress through examples of pupils' assessed work. Teachers rely too much on the informal sharing of information, and record keeping needs to be developed to improve planning for the different needs of pupils.
55. Satisfactory baseline assessments are conducted when children enter the Reception class and the teacher keeps appropriate ongoing records of performance made by the children as they progress through the Reception year. As pupils progress through Key Stage 1 and Key Stage 2 they undertake a range of assessments using commercial

materials and optional tests. The data obtained is processed manually at present although the school is poised to make use of a computerised data management package that will simplify the gathering and analysis of data and also save a valuable amount of staff time. In the past insufficient use has been made of the analysis of pupils' day-to-day work as part of the assessment process.

56. An over-reliance on worksheets, many of which do not present a high enough level of challenge, and marking that does not always display enough rigour limits the identification of areas for improvement. Pupils' work is always dated and is marked regularly. Recording is mainly a matter for individual teachers and the school currently lacks a comprehensive system of recording pupils' progress in all areas of the curriculum. The developing analysis of data from standardised tests is helping the school in building profiles of pupil performance in each year group. The school has not identified any pupils whom it considers to be gifted and talented. Portfolios of work in subject areas are now being compiled and the school is moving towards a more secure and informative system for recording and analysing the performance of its pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

57. Parents' views of the school are satisfactory overall with all parents stating that their children like school. There was no overall judgement made in this area in the previous inspection. The vast majority of parents responding to the inspection questionnaire believe that their children are making good progress in school and that they would feel comfortable about approaching the school with questions or a problem. However, a small but significantly vocal number of parents do not consider the school to be well led and managed, do not think the teaching is good, and do not think that the school expects their children to work hard and achieve their best. Additionally, these parents do not feel that they kept sufficiently well-informed about how their children are getting on and would like to see the school work more closely with parents. Some parents are not happy about the amount of work that their children are given to do at home. Some of the issues identified by parents are long standing and areas to which the staff have given much thought. Inspection findings are that provision in most of these areas is satisfactory although with areas for further improvement.
58. The school provides good quality information for parents. Newsletters, parent workshops and consultation evenings are provided in addition to a welcome booklet, the governors' annual report to parents and the school's prospectus. Annual progress reports are broadly satisfactory: reports for pupils in the Foundation Stage require modification to identify the six Early Learning Goals against which the report is made, and reports for older children are to be made against the individual subjects of the National Curriculum. The school has made efforts to address queries raised by parents of aspects raised in the governors' annual report. There are three consultation evenings each year when parents may be brought up-to-date with their children's progress. The school recognises the need to improve communications with parents beyond the current meetings and newsletters.
59. Parents make a satisfactory contribution to their children's learning at school and at home. Some parents help in school during lessons and with extra-curricular activities. Parent workshops on literacy and numeracy have been well attended and a further series is planned. Parents have also been invited to an information evening on drugs awareness. Most parents have signed the home school agreement, and most

homework is returned on time. There is an active Parents, Teachers and Friends Association which works hard to organise social and fund-raising events for the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

60. The leadership provided by the headteacher is satisfactory overall and there are pastoral strengths to the quality of such work. This matches the judgements made in the previous inspection, which noted that at that time many important management functions had not been undertaken. The headteacher has been in post for more than a decade and has led the school through a period of uncertainty and change. During this period he has led the school with a calm and caring approach which has ensured the maintenance of the traditional strengths of the school. The headteacher has ensured that the ethos of the school, where all staff and pupils are valued for their contributions, remains as a core value. However, the pace of change and improvement has not been sufficiently marked and some aspects identified as key issues in the previous inspection have remained at least partially unresolved.
61. The headteacher carries a very heavy burden of responsibility for running the school. In addition to both his leadership and management responsibilities he also carries a teaching commitment for half the week and is determined that the needs of the pupils come before that of management responsibilities. In his role as leader and manager he makes almost all strategic management decisions with the role of the senior staff, other staff and governors being under-developed in such matters. Whilst everyone connected with the school is supportive of improvement it is now time to develop the roles of those around the headteacher to give him the support available in many other schools. The school has the capacity to improve further and there is room to develop the roles of the teaching staff within the decision making process to motivate them and ensure they feel valued.
62. During the last few years the numbers on the school roll have fallen and the school budget has been extremely tight. The room for manoeuvre in school improvement planning has been restricted by the budget. However, within these constraints the headteacher has not been pro-active enough in seeking ways to address both previous key issues and other issues as they arise. During this period the headteacher has been faced with considerable criticism by a small but significantly vocal number of parents as noted in the pre-inspection meeting. Whilst many concerns are of an individual and personalised nature and have been thoroughly considered in school, some issues remain to be resolved.
63. The management of the school is satisfactory and enables it to run smoothly and as an orderly community. Administration is satisfactory although the school has been rather slower than it might have been in making full use of electronic advances such as recording assessment information on computers. The school is wisely considering the administrative arrangements, in order to free up the headteacher's time from mundane administration, such as answering the telephone, and to enable him to cover for other staff whilst they monitor work in other parts of the school.
64. The Governing Body fulfils its statutory responsibilities in a satisfactory manner but the governors' role in shaping the direction of the school is under-developed. This is a key issue for further improvement. Governors are supportive of the school and of the local community but have limited direct involvement in the life and work of the school. Governors have a good understanding of the strengths of the school but are less aware of the areas for further development and their role within such areas. There is currently

no programme of visits to the school by governors either to extend their knowledge and understanding of the day-to-day issues of teaching in mixed aged classes or to enable them to become aware of school specific or general curriculum issues. Some governors have infrequent first hand contact with the school and are dependent upon children or the headteacher to provide information about the work of the school. This places a further burden upon the headteacher in addition to his many other administrative and teaching commitments.

65. The Governing Body has organised an appropriate range of committees to help support their work. Whilst these groups are appropriate, the recording of their work is sometimes informal, with, for instance, no minutes seen from the finance group for the eight months prior to the inspection. The Chair of Governors has a satisfactory grasp of the responsibilities of the group but has struggled to ensure that she and the governors have direct involvement and are providing the support to the school that is necessary in school improvement.
66. The monitoring, evaluation and development of the work of the school and taking effective action are satisfactory overall but with some important areas for improvement. The school has instituted satisfactory procedures to monitor the quality of teaching through a series of classroom observations by the headteacher and occasionally by Local Education Authority advisory staff. The school's strategy for appraising the work of the staff is sound. The headteacher scrutinises samples of pupils' work in English, mathematics and science on a termly basis, which is a useful tool for identifying curricular weaknesses.
67. The monitoring undertaken is satisfactory and has been 'quality assured' by the Local Education Authority. This provides a firm base for further progress although it lacks sufficient rigour to identify, for instance, why standards in writing have been so low. However, there is little other monitoring and evaluation of work in other subjects or to involve subject co-ordinators and this is a key issue for further development. For instance, the literacy and science co-ordinators identify that they have little knowledge of what standards are like in English in Key Stage 2 or in science in Key Stage 1. The lack of monitoring has allowed weaknesses in subjects such as music to remain unaddressed. There has also been little monitoring or evaluation of the provision for children in the Foundation Stage and again this has allowed issues to remain.
68. The school has identified appropriate priorities for development. The most recent school improvement plan has accurately identified the need to improve the quality of pupils' writing and of monitoring the work of the school. However, the action taken to address these and other issues has been too slow. To some extent the school has not got to grips with why writing standards are so low and what should be done about this. This has been a long-standing issue, which has not been sufficiently resolved through rigorous monitoring. Whilst assessment procedures in the key subjects of English, mathematics and science are satisfactory those in other subjects are often informal.
69. Financial planning and the strategic use of resources are satisfactory overall. Staffing costs have been historically high and in recent years the school has struggled to find additional funds for resources to support the curriculum. Small year groups and fluctuations in the numbers of admissions make long-term planning difficult but planning endeavours to relate annual spending to the school improvement plan. In discussion the headteacher rightly emphasises the need to relate spending to achieving the targets set for improvements in standards in the core subjects. An experienced and long-serving senior clerk carries out the day-to-day management of the school's financial affairs and the school functions in an efficient manner.

70. The school uses its specific grants effectively and maintains clear records of all spending. The recent acquisition of a computer suite has had a major impact on learning across the curriculum but the use of new technology in other areas of the school management, such as record keeping, is less well embedded. The evidence available indicates that the procedures for financial management ensure satisfactory application of the principles of best value. The Governing Body regularly discusses the issue of value for money but at the present time no formal systems are in place for comparing Hlland with other local schools. Overall, the school provides satisfactory value for money.
71. The school has an appropriate number of staff to teach the National Curriculum. There are three full-time teachers, including the headteacher, and one part-time teacher. The part-time teacher shares the teaching of the Year 5 / 6 class with the headteacher, thereby allowing him management time. Staff supporting pupils with a statement of special educational needs make a significant contribution to teaching and learning. The teachers are supported by classroom assistants, although these assistants are not always suitably managed or directed during lessons. Midday supervisors oversee lunchtime activities but have little or no interaction with pupils.
72. The school enjoys good quality accommodation in a pleasant rural setting. The building is clean and well maintained, and the classrooms are light and airy. There is sufficient room in the building to provide discrete areas for information and communication technology and design and technology in addition to providing overspill areas for group work. The central atrium and library, however, have limited use as they are utilised for storage and this limits the effectiveness of one or other of these areas for more group work, for instance, by the Reception year children. In the half of the week that the hall is available it is well used for physical education, assemblies and as the dining room. However, during half the week the hall is used by an external group and this limits the areas available for planned and unplanned practical activities and means that pupils are often sat listening for too long in some activities rather than being involved in practical activities. This is an area for strategic consideration by the school in order to ensure that it achieves best value from its own resources. Segregated hard play areas enable all pupils to play with children of their own age. There is no large, fixed play equipment but smaller, mobile pieces of equipment are available. The large grassed area is suitable for most sporting events, and would benefit from development to provide a stimulating, mixed environment.
73. Learning resources are generally satisfactory. For English, there is a shortage of non-fiction books in the library. The school has rightly identified that core reading scheme is dated and in urgent need of renewal although the purchase of recent materials has helped in Key Stage 1. CD-ROM resources are growing in quality and quantity. Resources for information and communication technology are good. The new computer suite has had a major impact on teaching and learning, and resources cover most areas of the curriculum although there are some shortages in certain subjects. There is a very good collection of artefacts to support the teaching of religious education, although there is a shortage in books and computer resources for the subject. Learning resources for design and technology are unsatisfactory. There is a lack of consumables and shortages in construction materials. Those tools that are available are suitable for woodworking only. There is an insufficient stock of books and CD-ROMs for the subject. New resources for control technology have been obtained but have not been introduced yet. Resources for food technology are good. Resources for physical education are satisfactory although there is a shortage of mats.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of pupils' learning further, the headteacher, staff and governors should:

- 1. improve the quality of writing across the school by:**
  - extending the opportunities for pupils to write at length, in depth and in a variety of styles across the curriculum (*paragraphs 4, 7, 67, 68, 82, 95, 96, 97, 115*);
  - restricting the use of worksheets that limit writing skills in the range of subjects (*paragraphs 4, 5, 56, 82, 96, 99, 115*);
  - further improving the quality of teaching by ensuring that the organisation and pace of lessons is effective in providing activities that motivate pupils to try hard especially with their writing (*paragraphs 23, 24, 27*);
  - setting targets in small steps to show staff, pupils and parents exactly what pupils need to do next to improve their attainment (*paragraphs 97, 106, 132*);
  - extending assessment routines in other subjects to enable staff to track the progress made in cross-curricular skills (*paragraphs 36, 54, 55, 68, 123, 128, 133, 138, 144, 151*).
  
- 2. improve the quality and rigour of the monitoring and evaluation of planning, teaching and learning by:**
  - drawing up and implementing a programme of regular and rigorous monitoring and evaluation of the work of the school to accepted criteria that involves all subject co-ordinators and, where appropriate, the Governing Body (*paragraphs 27, 66, 67, 68, 99, 108, 116, 138, 144, 155, 160*).
  
- 3) improve the direct involvement of the Governing Body in the development of the school by;**
  - providing a programme of training opportunities to extend governors understanding of school development issues (*paragraphs 64, 65, 71*);
  - extending the governors' direct involvement in the life and work of the school through a planned and purposeful mechanism such as visits, curriculum links and presentations to meetings (*paragraph 64*).

### Minor issues that the governors should consider –

- ensuring that the school teaches all aspects of the music curriculum (*paragraphs 23,35,67,145,146,147,149,151*).
  
- completing a scheme of work for the teaching of art and design throughout the school (*paragraphs 35,118*).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	13	4	0	0	0
Percentage	0	6	72	22	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 five percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	76
Number of full-time pupils known to be eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	11

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	4.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	8	5	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	11	11	10
Percentage of pupils at NC level 2 or above	School	85 (78)	85 (89)	77 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	9	11	9
Percentage of pupils at NC level 2 or above	School	69 (89)	85 (89)	69 (78)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Results are given as total figures only where there are fewer than 10 boys or girls in the cohort.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	10	5	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	9	10	12
Percentage of pupils at NC level 4 or above	School	60 (57)	67 (100)	80 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	10	10
Percentage of pupils at NC level 4 or above	School	80 (86)	67 (71)	71 (86)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Results are given as total figures only where there are fewer than 10 boys or girls in the cohort.



**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	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	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	0	0	0
Asian or Asian British - Pakistani	0	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	0	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)	3.4
Number of pupils per qualified teacher	25:1
Average class size	25

### Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	73

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	0.4

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.*

## Financial information

Financial year	2001/2002
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	£
Total income	215,004
Total expenditure	201,180
Expenditure per pupil	2,646
Balance brought forward from previous year	-5,574
Balance carried forward to next year	8,250

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	76
Number of questionnaires returned	33

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	45	40	12	3	0
Behaviour in the school is good.	48	43	3	0	6
My child gets the right amount of work to do at home.	39	40	15	6	0
The teaching is good.	42	34	12	9	3
I am kept well informed about how my child is getting on.	42	28	18	6	6
I would feel comfortable about approaching the school with questions or a problem.	55	36	6	3	0
The school expects my child to work hard and achieve his or her best.	45	25	12	12	6
The school works closely with parents.	36	37	24	3	0
The school is well led and managed.	33	37	3	24	3
The school is helping my child become mature and responsible.	45	46	0	3	6
The school provides an interesting range of activities outside lessons.	55	33	3	9	0

### Summary of parents' and carers' responses

Parents feel that pupils are happy, that the school helps them become mature and responsible and that behaviour is generally good. However, there are concerns about the quality of leadership and management, over how closely the school works with parents, whether the school expects enough of the pupils, how well informed parents are and over the use of homework.



## **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**

74. Children in the Foundation Stage enter school in the year of their fifth birthday and are placed within a mixed Key Stage 1 class with a larger number of Year 1 pupils and a small group in Year 2. Most children have attended the pre-school group which meets daily in the school hall for half-day sessions, with some attending private nurseries in the local town. Most settle quickly and happily to school. But, very unusually, many of the children are very quiet and passive and rarely offer their own ideas in discussions. School staff are keen to help develop children's early speaking skills to a greater level. The attainment on entry to the school is average in all areas of early learning.
75. Provision for the Reception group is satisfactory overall which maintains the findings of the previous report. The quality of teaching is satisfactory with some aspects that are good. Staff have created a calm and supportive working environment where children feel secure. Parents note this with pleasure. However, the balance of activities does not always best meet the needs of very young children. Whilst activities are nominally planned around the Early Learning Goals for children of this age, in practice most of the activities are based upon the more formal requirements of the National Curriculum. Children are sometimes required to listen for too long especially in the introductions to lessons. The classroom environment is warm and supportive and would benefit further from additional exciting resources. Whilst support staff are available within the class there is room to develop their role further.
76. The children work within the classroom base and there is a reasonable amount of overall space and resources are satisfactory. However, best use is not made of either the adjoining library or central atrium and the school hall is often out of use. Space is therefore often tight for whole class activities, for example, when singing and using percussion instruments, and this limits the opportunity to move pupils into different groups or quickly change the instruments around. Sand and water facilities are not available on a daily basis. All these factors limit the use of activities where children are able to learn through structured play.
77. At the start of the Reception year simple checks show that attainment whilst variable is generally in line with expectations for the age of the children, although sometimes below the Derbyshire average. Pupils make satisfactory progress and by the end of the Foundation Stage most achieve the Early Learning Goals in all areas of their development.

### **Personal, social and emotional development**

78. Teaching and learning are satisfactory with some good aspects. The children settle well, are happy, and start to develop good attitudes to learning. This enables them to make satisfactory progress. Even the youngest children who started school only the week before the inspection have settled well. There is a good sense of community and care. This supports progress well, so that by the end of the Foundation Stage children are likely to achieve the Early Learning Goals and some will exceed these targets. The staff encourage the children to develop a sense of sharing and belonging and they respond positively, if somewhat quietly. When asked, they talk about familiar things although they rarely initiate conversations. Most take turns and share things happily. The role-play area adjacent to the class was being used as a house during the inspection to support the children's work on 'homes'. This area could be used more

often to stimulate language and play in order to make the best use of opportunities to develop the children's imagination and creativity.

79. There is a kindly but firm insistence that the children observe the informal class rules and routines and they respond positively to this. This gives children a clear understanding of what is right and wrong. Children behave well and take pride in their achievements. Most appear to listen to others with interest, concentrate well for considerable periods and complete the tasks they are set. When given the opportunity, they select and use resources that are appropriate and take responsibility for tidying away, although there are few opportunities for them to take responsibility and make choices in their learning.

### **Communication, language and literacy**

80. The quality of teaching and learning in this area of development is satisfactory. Children make satisfactory progress so that by the time they enter Year 1 most achieve the Early Learning Goals and a significant minority exceed the expected levels in reading. Satisfactory opportunities are made during the school day for children to speak and listen in the formal teacher led activities, such as the literacy and numeracy lessons. However, a number of children offer little in general class discussions. Often the whole class are together for these activities and more use could be made of a range of teaching strategies to involve children more in spoken activities, such as 'paired talk' or breaking into smaller groups with an adult. When role-play opportunities are provided, for example, following a visit to the pantomime and an investigation of the dark, such activities are effective. Children enjoy listening to stories, they listen attentively and are interested in what happens next.
81. The teaching of early reading skills has some good features and children often make good progress in this area. The children enjoy sharing books and handle them carefully. Some of the more able children are keen to use materials from the school's reading scheme like their big brothers and sisters. Some are able to read a range of familiar words and short sentences. Literacy lessons are helping all children develop their reading skills by using picture clues and letter sounds to read the text. Children are encouraged to take books home and share them with their parents.
82. The teaching of writing is satisfactory. Children are provided with a range of activities where they initially copy over adult text and then begin to write their own words. Most can write their own name unaided. However, the extensive use of worksheets is not best suited to early learning and few children develop the confidence to write their own words. The role of support staff in such activities requires development. There is not enough use made of role-play activities which would encourage the development of early writing skills, such as writing shopping lists or menus for a café.

### **Mathematical development**

83. Teaching and learning in this area are satisfactory. Most children make satisfactory progress and achieve the Early Learning Goals on entry to Year 1. Staff plan a range of traditional mathematical activities that encourage the children to develop their understanding of numbers through sorting, grouping and counting how many items they have. Most are able to count to ten, and sometimes beyond. Some of the higher attaining children are able to add on one or two more to a given number. Average and lower attaining children match the correct number of objects to numbers up to five. Groups of the children also have opportunities to use a floor robot which extends their understanding of how to program instructions. However, progress in this activity is

limited because not enough open-ended questions are asked to encourage the pupils to identify what they have to do.

84. The range of resources to support this area of development are satisfactory but little use is made of individual whiteboards to help the teacher check levels of understanding from the whole group. There are satisfactory opportunities for children to learn about patterns and shapes. However, sand and water facilities are not available on a regular basis and this limits the opportunities for practical work and the associated language of counting and measuring.

### **Knowledge and understanding of the world**

85. Teaching and learning are satisfactory. Children make satisfactory progress and are on line to achieve the Early Learning Goals and a minority will exceed these. Staff make reasonable use of the local area and children visit the local church for occasional services. Children take part in religious education activities and know that a cross is a sign of Jesus. They know that they belong to different groups, such as Beavers and Rainbows, and that their uniform is a sign of their membership. Children have learnt about Fire Safety through the visit of a Fire Officer. They make satisfactory progress in learning about the forces that are used when they visit the local park and know that they have to push down to make a seesaw move with their feet. During the year they also join in a class visit linked to topics, such as a visit to a local transport museum where they ride on an old tram. Children enjoy their work on 'Then and Now' and learn some of the features of the story of Guy Fawkes and identify items that are old or new.
86. Information and communication technology is used satisfactorily to support the children's learning. A part time teacher works with groups of children and they learn to manoeuvre pattern blocks and undersea items around the screen. They learn to decorate a poem with suitably decorative graphics. However, the progress that they make is not sufficiently reinforced by the use of classroom computers, which were rarely seen switched on during the inspection.

### **Physical development**

87. Children make satisfactory progress in this area and most attain the Early Learning Goals by the end of the Foundation Stage. Teaching and learning are satisfactory. The outdoor area adjacent to the classroom is used for activities in summer. But, as there is no shelter and the area is not fenced and secure, staff are not able to use this on an informal basis. Similarly, as the school hall is out of use for half the week, impromptu dance, role-play or movement activities in response to other tasks cannot take place. However, the school does have a small range of outdoor play equipment, such as tricycles and scooters, which is used occasionally. To partly compensate for the lack of informal play activities, children take part in more formal physical education activities but it was not possible to observe these during the inspection. At lunchtimes children enjoy using small items of games equipment including balls, bean bags, hand tennis and skipping ropes and develop a range of physical skills appropriately. Nearly all children handle pencils, scissors, brushes and other simple tools with reasonable control and confidence.

### **Creative development**

88. By the end of the Foundation Stage most children achieve the expected standards in this area of learning. Teaching and learning are satisfactory. Children make satisfactory progress although there are too few opportunities for children to make choices and decisions about their learning. For example, although there is a reasonable range of art

materials available in school, the sample of recent work shows that children have used little more than paint and crayons and different papers. There are few examples of two- or three-dimensional work. However, the figures or other items they make as part of large class friezes, such as 'The Great Fire of London', are in line with standards expected for their age. The work shows a satisfactory awareness of shape, pattern and colour but lacks originality or the development of a very wide range of skills. However, such work is attractively displayed and enhances the children's self-esteem.

89. There are regular times when the children take part in musical activities. They make satisfactory progress although the activities are sometimes best suited to the older pupils in the class. They are encouraged to join in a series of taped songs although they are often unfamiliar with the words.

## **ENGLISH**

90. The 2002 end of Year 2 National Curriculum tests results show that pupils' attainment is in line with the national average in reading and is above the national average in writing. In comparison with schools with similar numbers of pupils entitled to free school meals, pupils' attainment is well below average in reading and in line with the average in writing. At the end of Year 6 the 2002 National Curriculum test results show that pupils' attainment in English is well below the national average. In comparison with similar schools pupils' attainment is also well below the average and amongst the lowest five per cent of such schools in the country.
91. The size of the school's cohort in any one year is sometimes small and there is a picture of considerable year-to-year variation in test results. The data shows that, whilst variable, the trend in the school's test results over time has been broadly in line with the national trend by the end of Year 6. Evidence during the inspection suggests that the trend for this year is one of rising improvement in Key Stage 2. Inspection findings are that current standards at the end of both key stages are average for the age of the pupils. The difference between national test results and inspection findings is attributable to the smaller proportion of pupils with acknowledged special educational needs within specific year groups. The school has also prioritised the need to raise standards in the school improvement plan and this focus is beginning to have a positive effect, albeit slowly. Overall findings indicate that standards are similar to those found at the time of the previous inspection.
92. The school has successfully implemented the National Literacy Strategy and teaching in English is satisfactory overall with good features in Key Stage 1. Procedures for assessing pupils' attainment and progress are satisfactory and teachers are using the information obtained from assessment to plan their lessons. Pupils of all ages and abilities, including those with special educational needs, currently make at least satisfactory progress as they move through the school because the school has started to address issues within writing more effectively than previously. The school has not identified any pupils as gifted and talented in this area. Data shows that there have been differences in the performance of boys and girls in English in the past but evidence from the inspection indicates that this difference is now levelling out.
93. Overall, pupils have satisfactory speaking and listening skills throughout the school. During the course of the inspection pupils were observed listening quietly and respectfully to their teachers and to each other. When asked direct questions they respond clearly and use appropriate vocabularies but very few of them volunteer answers and they tend towards passivity in their general responses. Teachers provide

some opportunities for their pupils to express themselves but these are not extensive and this tends to reinforce the pupils' passive responses. Pupils are confident in their reading and read aloud without embarrassment but teachers tend to do most of the 'public' reading instead of encouraging the pupils in this habit. In other subject areas pupils discuss their work and use their subject vocabularies to good effect. The standard of speaking in some lessons was higher in other subjects in the curriculum than in the English lessons.

94. Pupils are making good progress in their reading and evidence from the inspection suggests that attainment in reading is above the national average at the age of seven. In Key Stage 1 good teaching ensures that pupils develop their love of books and the regular sharing of their Big Books excites them. During the course of the inspection pupils were able to go to the annual pantomime in Derby and they were animatedly retelling and reworking the story of Dick Whittington in their follow up work. In their individual and guided reading activities pupils in Key Stage 1 have access to a range of reading materials but some of the core reading books are very dated and in urgent need of replacement. Some of the recently purchased literature is more relevant to pupils' reading needs and is very popular with them. When they read, the vast majority of pupils use a range of strategies to break down new and unfamiliar words and the higher attaining pupils clearly enjoy the challenge posed by incorporating new words into their reading vocabularies.
95. Pupils in Key Stage 2 extend the horizons of their reading well through a range of literature and authors. The introduction of 'reading webs' has added excitement to the reading habit and pupils are now engaged in recording and evaluating the type and range of literature that they use. Pupils have a good understanding of the characteristics of the different literary genres of the books they read but they do not always have sufficient opportunity for these influences to come through in their own writing. During the inspection pupils in Years 5 / 6 took part in a wide-ranging discussion concerning their favourite authors, with Anne Fine, J K Rowling and Roald Dahl holding a prominent place in their affections. Some, influenced by the current popularity of the film Lord of the Rings, have embarked on the task of reading the trilogy for themselves. The library facility available to the pupils is relatively small but the stock available supports the pupils in their learning. Older pupils are able to carry out some individual research using the non-fiction sections although many of them now look to information and communication technology to support this aspect of their work.
96. At the end of Key Stage 1 pupils' attainment in writing is in line with national expectations. Pupils have regular handwriting and spelling practice and this has an impact on the quality of their written work. They take pride in the presentation of their work but in some cases this leads to an excessive use of erasers, which reduces the time actually spent in producing the finished work. Written work is always dated and the marking is up-to-date. Pupils are encouraged by the use of praise but are not always given advice on how they can improve the quality of their performance. In their literacy books and some worksheets that are used, pupils have an opportunity to practise their use of grammar and also to experiment with expanding their vocabulary of new words. Words and phrases that they discover in their shared and individual reading can be found in their written work and the teacher encourages this habit in discussions with pupils. However, a great deal of the writing done by pupils is on worksheets and this is effectively reducing their willingness to expand their own writing as they have a tendency to think in terms of single word or short sentence answers.
97. By the end of Key Stage 2 pupils have not made as much progress as they should have done in their written work and standards are below average. Raising standards in

writing has rightly been identified as a priority in the school improvement plan. Pupils have an understanding of different genres in writing but the work in their books shows that they do not always develop their ideas sufficiently well. Too much time is spent in the completion of over-directed worksheets and pupils are not sufficiently encouraged to use their own imaginations. Higher attaining pupils are not always challenged to the frontiers of their knowledge and understanding although during the course of the inspection they were observed wrestling with questions that tested their understanding of the intention of authors. In some elements of their extended writing pupils in both classes in Key Stage 2 show that they understand that they are trying to influence the responses of the reader and not just trying to inform. Discussions relating to their reading preferences show that pupils in Years 5 / 6 have a wide-ranging appreciation of style but do not transfer this into their writing. The quality of the written work in some of the foundation subjects, history and geography, for example, is higher than that in the literacy books. Presentation of work is good and marking regularly praises the work done. However, too often the marking does not give pupils enough advice on how they might improve the quality of their work and the benefits of the good teaching in the classroom are not fully realised.

98. The quality of the teaching in English is satisfactory with good features in Key Stage 1. Teachers have a supportive and caring style of delivery although they do not always challenge pupils sufficiently especially in Key Stage 2. A good atmosphere of learning exists in all classes and pupils and teachers work well together. When given the opportunity to do so, pupils express themselves with confidence and teachers encourage their use of good vocabulary. In some lessons teachers have a tendency to talk too much instead of increasing the range of opportunities available for self-expression. All teachers have high expectations of their pupils' behaviour and they maintain a good level of motivation. The quality of the relationships in the classroom is a major factor in producing the good behaviour and attitudes to learning. Teachers use the plenary sessions well to consolidating learning and encourage the pupils to share and evaluate their work. Pupils of all ages and abilities feel valued and make their contributions without embarrassment. As the impact of the recently installed computer suite spreads across the curriculum, teachers are encouraging pupils to make greater use of information and communication technology as a tool to assist their learning and pupils' workbooks show that they are satisfactorily using computers to draft and produce finished work.
99. The co-ordinator provides satisfactory leadership and management of the subject. However, the role of co-ordinator remains underdeveloped and there is insufficient time available for the systematic monitoring of teaching and learning across the school. There is a need to examine the heavy concentration on the use of worksheets in lessons as the tendency to over-direct pupils' responses is inhibiting progress in some areas. The raising of standards has been identified as a priority for the school and there are signs that the quality of work is rising. Assessment is used to inform future planning but the currently laborious method of recording all data manually restricts its use. The implementation of a computerised system for recording and analysing data is a matter of urgency if standards in English are to be raised on a more permanent footing. Resources are satisfactory overall, with the need to renew and update elements of the core reading scheme being the main priority. The library, though relatively small, is well used although there is a need for additional books in the fiction section to take account of some of the significant changes in pupils' preferences in recent years.

## **MATHEMATICS**

100. Inspection findings are that standards at the end of Year 2 are in line with national expectations and are above national expectations at the end of Year 6. These judgements match those made in the previous inspection of the school. There is no significant difference in the attainment of boys and girls. Pupils in Key Stage 1 currently make sound progress and achieve satisfactorily. Pupils in Key Stage 2 make good progress and achieve well particularly in the area of number. In the period between inspections the standards the pupils achieved in end of key stage assessments throughout the school have varied from year to year. However, overall standards in Key Stage 2 have generally been higher in mathematics than in other subjects mainly because of the good teaching of pupils in Years 5 / 6.
101. In the 2002 National Curriculum tests at the end of Year 2 pupils' attainment was in line with the national average and below average in comparison with schools with similar numbers of pupils entitled to free school meals. There has been only a limited upward trend in improvement over the last four years and standards have usually been below and occasionally well below national averages. In the 2002 National Curriculum tests at end of Year 6, pupils' attainment was above the national average and in line with the average for similar schools. Improvements in Key Stage 2 have generally been more notable than in Key Stage 1, and in 2001, standards were well above national averages. Trends in improvement have been variable because of the fluctuation in the number of pupils with special educational needs from year to year. This makes comparisons with external data difficult.
102. Pupils have a satisfactory knowledge and understanding of numbers in Key Stage 1 and a good knowledge and understanding of numbers in Key Stage 2. By the age of seven pupils are able to recognise the number after, before and between given numbers to 100. They are able to carry out simple multiplications by working out the number of ears the boys have if they know how many are present. Pupils are able to sort a range of number cards to 100 into groups, such as those that are forty or eighty something, and know that the first number is the tens and the second the units. In Years 3 / 4 pupils are able to sort out numbers in hundreds, tens and units, multiply ten by four and divide eight by four. By Year 6 pupils are able to round a range of numbers to the nearest ten, hundred or thousand. They multiply by doubling and dividing and are able to express a quotient as a fraction and work out what is the equivalent of a fraction and a decimal. When using a counting stick in a new activity, higher attaining pupils are soon able to indicate to the teacher where to place the decimal point and indicate the equivalent fraction.
103. In Key Stage 1 pupils have a satisfactory understanding of shape, space and measure and by the end of Key Stage 2 this understanding is good. Key Stage 1 pupils show satisfactory understanding when sorting a range of solid shapes and are able to recognise which is a cube, how many faces it has and that all its faces are square. They have a reasonable understanding of time and identify half past the hour with accuracy on both digital and analogue clocks. They are able to cut paper shapes into halves and quarters with reasonable accuracy. In Years 3 / 4 pupils are able to satisfactorily identify halves, thirds and eighths of shapes and make simple 'penta jigsaws' making different shapes using five squares. In Years 5 / 6 pupils make good progress when measuring and calculating angles so that they are able to solve problems about angles and are able to accurately draw a quadrilateral that has one right angle.
104. Pupils in Key Stage 2 make good progress in developing their knowledge and understanding of how to handle data although the sample of recent work does not show extensive evidence of such activities. In Years 3 / 4 work includes the construction of

tally charts, especially in cross-curricular work, such as science and information and communication technology where pupils have constructed a spreadsheet of the properties of different materials. In Years 5 / 6 pupils construct a graph to show the changes in temperature at certain times in an experiment requiring water to be heated.

105. Pupils in Key Stage 1 make satisfactory progress in using and applying mathematics through problem solving and in their work in the other areas of mathematics. In both the workbooks they use, which are linked to a commercial scheme of work, and in the range of formally recorded tasks pupils are able to work out the answers to a range of basic and quite formal problems. However, the weakness in this work is that pupils are rarely set a problem that they have to solve in a more open-ended manner and which they record in their own words. This means that pupils are less able to deal with these kinds of questions in tests where they do not perform well. Little use is made of strategies such as giving the pupils an answer and asking them to work out what the original question might have been. There is extensive use of photocopied work sheets that limit the pupils' opportunities to develop problem-solving skills. Whilst pupils in Key Stage 2 make slightly better progress in this area the tasks are often very structured and give pupils little room to develop their own problem solving skills.
106. The teaching of mathematics is satisfactory in Key Stage 1 and good in Key Stage 2. There are acknowledged difficulties in planning for at least a two-year age span and a considerable ability span in all classes. Teachers mostly set different but linked tasks for different groups of pupils but the sample of work indicates that occasionally pupils, particularly in Years 5 / 6, are set the same or very similar work and this is a concern to parents. Inspection judgements are that occasionally pupils could be challenged further. The use of tasks to do at home is carefully considered and effective in supporting learning but is not very extensive.
107. Staff have implemented the National Numeracy Strategy well, particularly in Key Stage 2 and have good expectations of what the pupils can achieve in a somewhat formal range of activities. All staff explain things carefully to pupils so that even with new and quite demanding work in Years 5 / 6 most pupils know what they have to do. Because of these higher expectations of what the pupils can achieve in Key Stage 2 most pupils are challenged on a regular basis and make good overall progress. The support given to those pupils with a statement of special educational need is very effective and enables pupils to work within whole class activities. However, the teaching methods used in Key Stage 1 are at times a little formal and there are few 'fun' activities which are imaginative and this does little to inspire an early sense that mathematics is enjoyable. Pupils' attitudes to mathematics are good in Key Stage 2 and pupils try hard. Pupils attitudes to mathematics are satisfactory in Key Stage 1. As in many other subjects, a considerable number of pupils throughout the school make little effort to contribute in discussion activities at the beginning and end of lessons.
108. Leadership and management of the subject are satisfactory. The co-ordinator as headteacher has suitable opportunities to monitor and evaluate the quality of planning, teaching and learning across the school and has been supported by the numeracy advisor for the area. Whilst this monitoring is satisfactory it lacks rigour and has not identified and addressed the overuse of photocopied worksheets as a limiting factor in problem solving activities. Assessment routines are satisfactory and information is generally used appropriately to inform the planning of work. There are some useful and effective links being developed with the use of information and communication technology through the work of part time staff, for instance, in developing the use of spreadsheets. However, in ordinary class lessons there is little evidence of such skills being developed further. Pupils are given some opportunities to work as together in



groups which helps develop their social skills but this is not consistently a feature of the work of the oldest pupils.

## SCIENCE

109. Inspection findings are that standards at the end of Year 2 and Year 6 are in line with national expectations for the age of the pupils. These judgements match those of the previous inspection. There is no difference in the progress made by boys and girls. Since the time of the previous inspection National Curriculum test results at the end of Year 6 show that attainment has fluctuated from being well below to well above national averages in successive years. However, cohorts can be very small, and in some years there are as few as five pupils, making statistical comparisons of the results unreliable.
110. In the 2002 national tests at the end of Key Stage 2 attainment was below the national average and well below the average of schools with similar numbers of pupils entitled to free school meals. Teacher assessments for pupils at the end of Year 2 in 2002 indicate that standards were well below the national and similar schools' averages. In both cases there were a number of pupils with special educational needs and this accounts for the minor differences between standards in successive years. However, in some respects the attainment of pupils now in Year 3 is higher than reflected in Key Stage 1 assessments, which appear to have been on the cautious side. Pupils throughout the school, including those with special educational needs are generally making good progress and most achieve the standards of which they are capable. Inspection findings indicate that more pupils in Year 6 are on line to achieve the higher levels than last year. Whilst pupils make fairly good progress throughout the school the best progress is made in Years 3 / 4 where the teaching of the science co-ordinator is having a positive impact upon attainment.
111. Pupils make satisfactory progress in the area of scientific enquiry but progress is better in Key Stage 2 than for the younger pupils. This is because the tasks set and the recording procedures used are more open-ended and pupils observe or find out for themselves what happens when a variety of tests and experiments are carried out. For instance, in Years 3 / 4 pupils make good progress in learning about the properties of materials by closely examining and considering which are most suitable for building different parts of their homes. Similarly, pupils in Years 5 / 6 make good progress in predicting which of five pots with different contents, have liquids that are pure.
112. Throughout the school pupils have a good understanding of life processes and living things, which is boosted by their life in a rural area. In recent work on 'Ourselves', Key Stage 1 pupils have made good progress in identifying things that are living or non-living. They put in order a series of pictures showing the stages of life from a baby to a pensioner and identify how good their sense of taste is when tasting a range of food items. In Years 3 / 4 pupils make good progress in the development of their understanding of teeth and eating when considering foods that are high in sugar, fibre and fat and the types of teeth they have and the jobs for which they are used.
113. Pupils throughout the school have good knowledge and understanding of materials and their properties. In Years 3 / 4 pupils make good progress when testing three different materials to see how effective they are in keeping sounds out and in using this knowledge to make their own ear muffs. Pupils in Years 5 / 6 make good progress when considering whether there are reversible changes in the state of solids, liquids and gases. Good progress is also made when pupils make computer-generated graphs to show the changes in the temperature of water when it is heated.

114. Pupils have satisfactory understanding of physical processes in Key Stage 1 and good knowledge in Key Stage 2. In Key Stage 1 pupils knowledge of physical processes in teacher assessments in 2002 was well below average. But, they are currently making good progress in learning about 'light and dark'. They have suitable understanding of where light comes from and are able to identify a range of light sources in the classroom. They enjoy looking at a range of items including a torch, a candle, a lantern and mobile phone. Most are able to identify where the light comes from on each item although some are reticent in such discussions and rarely offer their ideas. In Years 3 / 4 pupils make good progress in their work on 'springs and magnets' so that they are able to identify and draw the lines of force created when a magnet is dragged below a sheet of paper containing iron fillings. Good progress is also seen when pupils find out about electro-magnetism by observing how the teacher made a magnet using a nail, some wire and a battery.
115. The teaching of science is generally good throughout the school and teachers are enthusiastic in their approach especially in Key Stage 2 and ask good questions of pupils to check what they know. Teachers organise lessons well to ensure there is a mix of practical and observational activities which are well considered for the youngest pupils. However, in Key Stage 1 in particular, there is an over use of photocopied worksheets that limits the development of pupils' literacy skills. Here virtually all tasks are recorded on worksheets, some of which require or phrase in response to a question, and little writing in the pupil's own words. This is an important area for improvement to ensure greater challenge to the pupils.
116. Leadership and management of the subject are satisfactory with some aspects that are good. The co-ordinator has a good level of interest in the subject and of how to make activities practical and challenging. Assessment in the subject is satisfactory. The headteacher has undertaken some monitoring of teaching in science and a scrutiny of some of the pupils' work. However, the subject co-ordinators' role in such activities is under-developed and therefore limits her first hand knowledge of standards in Key Stage 1 and therefore her ability to help raise standards. Whilst there are satisfactory opportunities for pupils to develop their social skills in activities where they work together the school misses chances for pupils to develop spiritual and moral understanding in some activities. Good cross-curricular links are being developed with information and communication technology, for instance as observed when pupils in Years 3 / 4 learn how to produce a spreadsheet to record their findings when testing materials.

## **ART AND DESIGN**

117. By the end of Year 2 and Year 6, pupils achieve standards in art that are broadly in line with national expectations, although the design element of their work is less well developed. These overall findings match those of the previous inspection. The standard of displays around the school is high and is not always matched by the quality of the pupils' individual work. Pupils, including those with special educational needs, make satisfactory progress and there is no difference in the progress made by girls or boys. No pupils are identified as gifted and talented in this area and most achieve satisfactorily. Whilst teaching in the subject is satisfactory, the sample of pupils work indicates that curriculum organisation and the basic level of skill of some teachers do little to raise standards higher and few pupils are working above the average level.

118. There is currently no whole-school policy for the teaching of art and design. The need to develop schemes of work in all subjects was a key issue identified in the previous inspection and the school has been slow to address this. Because there is no formal scheme of work individual teachers decide what tasks are appropriate. This does not ensure the progressive acquisition of both basic and more sophisticated art skills and has resulted in sometimes limited drawing and painting skills and little work that is individual, big, bold and colourful or that enables pupils to develop other techniques. However, there are good links with other subjects in the planning of art, especially with history topics that are supported well in a range of linked art activities.
119. Pupils take part in a reasonable, although rather traditional, range of activities. Pupils throughout the school develop reasonable drawing skills and through the use of worksheets, learn how to colour in other people's designs carefully. Basic painting techniques and brush control are taught satisfactorily to the Key Stage 1 pupils, who demonstrate careful work when decorating patterns on snail shells as part of a large frieze of 'Mary Mary's garden'. The different classes have produced a range of satisfactory collages, using different types of paper and paint such as 'scrunched' tissue paper to illustrate 'The story of creation'. Pupils in Years 3 / 4 have worked carefully when producing a paper / tile mosaic in the style of a Roman design, and clay lamps with reasonably good awareness of colour and shape. Pupils often draw and paint figures as parts of a frieze in cross-curricular activities and the younger pupils have produced a seaside collage to illustrate Victorian holidays and the story of 'The very hungry caterpillar'.
120. Teachers use display effectively and when junior pupils studied coalmines, for example, the classroom was blacked out to represent life underground. Pupils then produced both writing and illustrations in charcoal and chalk of what life was like. Similarly they illustrate life in the blitz through drawing activities showing satisfactory levels of skill. Pupils enjoy art activities, and can discuss the techniques they used to make coil pots and work in the style of Seurat and Van Gogh. Their understanding of the work of famous artists is satisfactory for their age.
121. Very occasionally there is an element of design in activities but on the whole this is under-developed. For instance, when designing and making a fragrant gift for Christmas, older pupils used the same basic material for the pot-pourri bags although the contents differed slightly. Similarly when making Christmas cards all older pupils produced very similar conical shapes to represent an angel indicating staff building little choice in the design element of the activity and so pupils have little scope for originality.
122. An examination of the sample of pupils' work and photographic evidence and observation of a small number of lessons show that the teaching of art and design is satisfactory overall. Staff explain well to the pupils the tasks that are set so they are clear what they have to do. In a Year 5 / 6 lesson 'the rules' for drawing different patterns using only four continuous lines were explained clearly. Teachers make insufficient use of demonstration to raise the pupils' skills to a higher level. Teachers' expectations of what the pupils can achieve could be higher. However, staff value the efforts of pupils and go to considerable time and effort to display their work well which raises the pupils' self-esteem.
123. Leadership and management of the subject is satisfactory. The art and design co-ordinator has both qualifications and an interest in the subject but best use is not made of her skills to influence planning and teaching in classes other than her own. She provides good informal advice to other staff and supports the continuation of good quality display work in an effective manner. However, assessment in the subject is informal and there are no specific opportunities to monitor the quality of planning,

teaching and learning throughout the school. This has been a factor in staff not identifying and addressing the under-developed aspect of the design element of the curriculum. The school makes satisfactory use of information and communication technology to support the subject and pupils have some planned opportunities to use an appropriate range of computer programs. Pupils develop both their social skills and cultural understanding in an appropriate manner through the range of tasks.

## DESIGN AND TECHNOLOGY

124. Pupils' attainment in design and technology is in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. This represents an improvement since the time of the previous inspection when attainment at the end of each key stage was judged to be below national expectations.
125. Most of the work done by pupils in Key Stage 1 is in the acquisition of skills relating to materials, methods and techniques. In their focused tasks they produce a small range of models and experiment with the idea of designing. During their progress through the key stage, pupils make food items as part of their experience of food technology. Photographic evidence shows that they are aware of the need for hygiene and that they also take much pleasure from the activity. By the end of Year 2 pupils realise that it is possible to change designs and they satisfactorily evaluate their work in comparison with that of others. To raise standards further it is necessary for the school to extend the range of materials being used by pupils and to increase the availability and use of specialist resources such as wheels, gears and hinges.
126. Pupils in Key Stage 2 continue to make satisfactory progress and teachers increase their expectations of the standard of work expected. The skills and techniques acquired from Key Stage 1 are extended, but there is a shortage of suitable resources in some areas and this restricts pupils' progress. In discussion, pupils show a good knowledge of the design process. They record designs for prototypes and are aware that these designs can be changed to improve on their initial ideas. They also begin to look at the complexities of the design process in the commercial world and in discussion can appreciate the links between design and fashion, as in designer footwear, for example. In one Year 4 / 5 lesson seen during the course of the inspection pupils deconstructed commercially produced torches and looked at the aesthetics and functionality of the design before they produced their own satisfactory designs for working circuits. As part of this lesson they also collected data that they would be able to use in producing a spreadsheet for the purposes of information and communication technology. Through the examination of issues surrounding commercial designs, the subject is making a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
127. Teaching is satisfactory overall and occasionally it is very good. Teachers plan a reasonable range of activities and in the best instances, as in Years 3 / 4, are enthusiastic in their approach, which motivates the pupils. However, there could be more challenge in some activities. Attitudes towards the subject are positive and pupils are motivated to make their designs as functional as possible. The school has a range of commercially produced construction and modelling materials that pupils are using. These give them insight into technical aspects of construction and design, which they need to be able to transfer to construction and modelling in a wider context. To improve teaching and learning still further and to raise standards at the same time, the school needs to address some of the shortages in resources, such as gears and hinges, and also the range of tools available in order to broaden pupils' experience of design and

technology. Pupils also lack in depth experience of control technology to power some of their designs.

128. At the time of reporting, the co-ordinator for design and technology is part of a job-share appointment and is in school for only part of the week. She is struggling to find an effective way of exercising the role as there are no opportunities for her to monitor and evaluate the quality of planning, teaching and learning and assessment is informal. She is not able to offer satisfactory leadership under the present circumstances. She recognises that the subject has moved forward since the time of the previous inspection but the lack of whole school assessment information and shortage of some resources makes it difficult to obtain a clear overview of the subject in the school curriculum.

## **GEOGRAPHY**

129. Standards in geography are above average at the end of both key stages. All pupils, including those with special educational needs, are making good progress as they move through the school. This represents an improvement since the time of the previous inspection when standards were judged to be satisfactory.
130. By the end of Key Stage 1, pupils have a good understanding of the local area. In discussion, pupils from Year 2 are able to explain things that they see in the local area and they know that there is a link between the presence of the large Carsington reservoir and the occurrence of fog. They are also aware of the character of the pleasant contoured surrounds of the school and know that it is part of their responsibility to keep them clean and tidy. As part of their study of history and religious education, pupils are able to make a visit to the local church. To do this, they have to walk from school and they are very aware of the traffic hazards and the volume of traffic flowing through their community. The area around the school is one of recent housing growth but, in their journey to school, pupils have come to understand that a village community such as Hulland has grown up over a much longer period of time. As part of their learning in geography, pupils have been able to use a good range of resources although there is a need for new atlases to support their work.
131. By the end of Key Stage 2 pupils have acquired a more sophisticated knowledge of the geographical interdependence of the world in which they live. Pupils in Years 5 / 6 have carried out in depth studies of areas such as the Swat Valley in Pakistan, including the development of mapping skills and geographical enquiry. The quality of some of the work and the written content is very good and the extended writing is of a better quality than much of the work in English. Geography in the news is very well incorporated into the pupils' work and through their support of the 'Children of Chernobyl' charity appeal they are in touch with some of the devastating effects of human impact on the environment. In physical geography, pupils show a good understanding of the nature of physical processes, such as the formation of river valleys. They are beginning to make good use of information and communication technology in the development of their individual research skills. As part of their overall educational progress pupils are able to take part in two residential visits away from school and good use is made of these to increase their awareness of a contrasting environment in geography.
132. Teaching in geography is good in both key stages. Teachers have good expectations of what the pupils can achieve. The quality of the teaching means that pupils respond well to the expectations of the staff and they acquire a good knowledge of geographical issues. Teachers are beginning to place more emphasis on the use of information and

communication technology to support teaching and learning and pupils are now able to access a growing resource of CD-ROM based material. Pupils also gain in their spiritual, moral, social and cultural development through the study of areas such as Chembakoli and the Swat Valley. Marking is always up-to-date and offers pupils the rewards of favourable comments. Standards might be raised still further if teachers included more targets for pupils to improve the quality of their work.

133. The co-ordinator is able to offer satisfactory leadership in the subject. She liaises informally with staff and has a working overview of geography in the curriculum but the subject has not been a priority for development in the School Improvement Plan. Lack of a whole school assessment scheme places too much reliance on teachers to collect their own assessment data and restricts the possibilities for tracking pupils' progress through the school. There are few opportunities to monitor the quality of planning, teaching and learning in the subject. Resources are satisfactory apart from the need to acquire more up-to-date atlases for pupil use. There is a satisfactory collection of text based information materials, maps and globes and the resources for use in computers are expanding.

## **HISTORY**

134. Standards of work in history are above average at the end of both key stages. This is an improvement from the position identified in the previous inspection report when standards were judged to be satisfactory. Pupils of all ages and abilities, including those with special educational needs, make good progress in history as they move through the school.
135. By the end of Year 2 pupils have a secure knowledge and understanding of events in the past. They have an awareness of some of the major changes that have taken place in the local area over time and show an emerging sense of chronology. In discussion and from the scrutiny of pupils' workbooks it is evident that they have a good awareness of an age structure in their own families and some know that their grandparents are also parents to their own mothers and fathers. From their reading of stories, such as 'Dick Whittington', they are using their work in literacy to add colour and drama to their appreciation of history. Following their visit to the pantomime, even the youngest pupils were able to take on the role of historical characters in a fictional setting.
136. Pupils in Key Stage 2 continue to make good progress and extend their historical imagination through a more detailed study of significant moments in history. In Years 5 / 6 pupils have built up good knowledge of some of the major events of the twentieth century and are able to contrast these with life in Ancient Egypt. Pupils in Years 3 / 4 give good accounts of their studies of the Victorians, the Greeks and the Aztecs. During the course of the inspection pupils in Years 3 / 4 were observed taking part in a well planned lesson where they were able to link their knowledge of what they learned from a video with what they had already found out about Roman life. Older pupils are confident in discussing what we might learn from events in the past. In discussion one pupil came to the conclusion that every period studied contained something about war. They are aware that the concept of 'the good old days' has to be tempered with knowledge of the harsh living and working conditions endured by their ancestors and they know that school in the past had its harsh side. From their research, pupils have acquired an understanding of sources of evidence and they distinguish between primary and secondary sources. Some good links have been made between history and other areas of the curriculum, such as art and design and geography. Using CD-ROMs for history has also assisted pupils in their learning in the field of information and communication technology.
137. Only a small number of history lessons were seen during the course of the inspection but evidence from discussions, interviews with teachers and scrutiny of pupils' workbooks indicates that teaching is good overall. Teachers have high expectations of their pupils in this area and have good subject knowledge, which interests and motivates the pupils well.
138. The co-ordinator offers satisfactory leadership in the subject, which has not been a priority in the recent school improvement plan. Resources for history are satisfactory overall but there is no whole school scheme for assessment to enable the tracking of pupils' progress across the key stages. The co-ordinator does not undertake the direct monitoring of teaching and learning in the classroom and has been unable to identify that focused marking and target setting are under-used.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

139. Standards in information and communication technology are in line with national expectations at the end of both key stages. This represents a significant improvement since the time of the previous inspection when standards were found to be well below average. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
140. Since the installation of the computer suite, information and communication technology has begun to have a greater impact on pupils' learning across the curriculum. Pupils in Key Stage 1 have access to computers in their classroom and are also able to spend time in the suite and use a floor robot in class activities. In discussion, pupils in Year 2 were enthusiastic about the way in which they have been able to use the new computers and were proud to show their work displayed in the suite. The teacher in Key Stage 1 has incorporated the use of computers into some lessons and pupils have access to a variety of information in the form of CD-ROM technology. By the end of Year 2 pupils show satisfactory gains in their knowledge and understanding of the use of the computer as a tool to inform their learning and they know it to be a source of important information. The basic keyboard skills acquired during their time in Years 1 and 2 allow pupils to draft, save and print work and access simple programs.
141. In Key Stage 2 pupils make satisfactory progress and move to a higher level of knowledge and understanding. In discussion, Year 6 pupils were able to explain the advantages of computers and show an awareness of some of the problems associated with their use, such as the spread of undesirable and dangerous material. As they progress through Year 3 to Year 6 pupils satisfactorily acquire the ability to write and edit their work, use the spell checker and thesaurus and vary fonts and colour to produce reasonably artistic effects. Some good opportunities are given to link information and communication technology to other subjects. Pupils in Years 3 / 4 were observed collecting data in a design and technology lesson that would later be used in constructing a spreadsheet and they were fully aware of this useful connection between two areas of the curriculum. Pupils show reasonable levels of computer literacy and use the mouse and other controls effectively. By the time they reach Year 6 most pupils have good word processing skills and are also able to use the computer as a research tool either using CD-ROMs or via the Internet where they are also familiar with the system of Email.
142. Whilst standards in each section of the Programmes of Study are covered, work in the aspect of control and modelling is more limited than other areas. The impact of the use of new technology is spreading beyond the classroom and the computer club that takes place out of school hours is now a very popular extra-curricular activity.
143. The quality of teaching in information and communication technology is satisfactory overall with some good aspects. The work of a part-time member of staff who works with different groups of pupils in the computer suite is having a positive effect on teaching pupils a specific range of skills. Teachers support pupils in their learning and are making advances in their own knowledge and understanding of the subject. However, classroom computers are not fully used and this limits the progress pupils make and not enough is expected of pupils. Pupils' personal development is being encouraged, as they understand the limitation imposed on information and communication technology by moral issues relating to the spread of undesirable material and the need for responsibility.
144. The co-ordinator is able to offer satisfactory leadership for the subject and has a developing overview of improvements for the future. Resources are good overall and the computer suite offers a much-valued additional experience to the pupils' education.



At present there is no whole school system of assessment in information and communication technology and there is a need for a review of policy in this area in order for the school to build up a comprehensive profile of pupils' performance in the subject. Similarly, there is little monitoring of planning, teaching and learning and this has not identified whether sufficient use is made of classroom computers.

## MUSIC

145. On the limited evidence available during the inspection, judgements are that by the end of Year 2 and Year 6 attainment in music is broadly satisfactory, which indicates standards are similar to those seen in the previous inspection. There are no differences in the rate of progress made by girls and boys. There are significant weaknesses in the coverage of the full range of activities required by the National Curriculum This was an issue noted by parents in the inspection meeting and one that the school has not fully addressed over some period of time. This is a minor issue for further improvement.
146. Few music lessons were scheduled during the inspection but music is part of the weekly curriculum in each class. Staff accept that they have limited skills to teach the full curriculum. Music teaching is supplemented by regular singing practices both for the whole school in hymn practices and in separate class singing lessons. In these sessions pupils' singing is satisfactory and all pupils, including those with special educational needs, make satisfactory progress. At certain times of the year pupils have also enjoyed other musical activities with temporary staff but this is on a largely informal basis.
147. Pupils in Key Stage 1 enjoy class singing activities when using taped songs from a very traditional range. They listen to and join in with songs, such as 'The Grand Old Duke of York', and clap their hands and parts of their body to the main beat in a satisfactory manner. They also respond to the beat played by the teacher on the tambour. Some relatively higher attaining pupils offer ideas as to which of a simple range of percussion instruments is most suitable to accompany the beat. However, a minority of pupils offer little in discussions and younger pupils find it difficult to maintain concentration when asked to sing songs they are not familiar with and where they have no opportunities to play percussion instruments. Most are keen to be chosen to model the beat although in the lesson observed only a small number had the opportunity to play such instruments and this limited their music making skills and their overall learning.
148. In Years 3 / 4 pupils have occasional opportunities to make their own 'sound score' and record what they have done using pictorial musical notation. They use symbols to identify when to make handclaps, finger snaps, foot stamps and tongue clicks. This work shows understanding of the task and that satisfactory progress is made. Pupils in Key Stage 2 also have the opportunity to learn to play the recorder and the school is able to organise extra musical tuition paid for by pupils' families where this is requested. Older pupils also take part alongside younger ones in hymn practices and enjoy singing familiar hymns. Pupils are given opportunities to evaluate the music they hear. Older pupils identify that they enjoy singing such hymns as 'Lord of all hopefulness' more than more modern hymns, including 'Thank you Lord for this new day', as they are more peaceful. In class singing activities pupils show enjoyment of singing and improve the quality of their tone and diction in a satisfactory manner.
149. In the few musical activities observed teaching was satisfactory. The teaching of singing is satisfactory and parents speak of the enjoyment pupils have when performing to an audience. Staff make satisfactory use of the skills of a volunteer to

play the piano for singing practices and concerts. However, staff miss opportunities to involve more pupils directly in making their own music by using instruments, appraising music and composing their own simple pieces more regularly. Overall teaching is not demanding enough of pupils. Staff accept that some teachers have only limited confidence in teaching some aspects of the subject.

150. Staff and pupils recently enjoyed the visit of a group of South American musicians who played for and with the pupils on an exciting range of instruments, including large sized drums and panpipes. Such activities make a valuable contribution to the social and cultural development of the pupils, although they are limited in number.
151. Leadership and management of the subject have recently improved and are currently satisfactory. The recently appointed music co-ordinator has musical skills and knowledge that are used well in teaching her own class. The co-ordinator is supportive of colleagues and helps organise recorder practices and activities in addition to lessons. However, the school has not made best use of such skills to ensure the full curriculum is provided for the oldest and youngest pupils. There is currently no opportunity to monitor and evaluate standards in aspects other than singing across the school and assessment is limited. Little use is made of information and communication technology to support the music curriculum.

## **PHYSICAL EDUCATION**

152. Standards in physical education are average at the end of both key stages. No judgements were made concerning physical education in the previous report so no comparisons can be made. Pupils of all abilities, including those with special educational needs, make satisfactory progress in physical education.
153. In the lessons observed pupils show an enthusiasm for physical education and they respond well to their teachers. In Key Stage 1 even the youngest pupils are fully engaged in dance activities and all pupils are enthusiastic in their response to the music and to the suggestions made by their teacher. They show better than average levels of co-ordination and skill and they move around the hall in a safe and sensitive manner. The older Year 2 pupils move creatively as they respond to the music.
154. Pupils in Years 3 / 4 demonstrate above average physical skills in some of their work. They are able to plan and perform sequences of activity and have good body and spatial awareness skills. In discussion pupils in Year 6 indicate that they experience a good range of indoor and outdoor activities. When talking about their work in groups and teams it is apparent that the subject has contributed to pupils' social development by promoting the concept of working together. Physical education skills are further enhanced by the good range of extra-curricular activities available to pupils throughout the year. Satisfactory arrangements are in place for swimming and records indicate that virtually all pupils exceed the 25 metre target. Pupils are also able to engage in adventurous activities on their residential visits out of school.
155. Evidence from the lessons seen and from interviews with pupils indicate that teaching in physical education is satisfactory in Key Stage 1 and good in Key Stage 2 with teachers' subject knowledge in Years 3 / 4 being strong. The co-ordinator provides satisfactory leadership for the subject. She has a clear vision and enthusiasm to take the subject forward but few opportunities for the direct monitoring of teaching and learning in the classroom. She is presently able to monitor planning for physical education and has a good overview of what is being taught within the framework of the

guidance provided by the Qualifications and Curriculum Authority. Resources for physical education are satisfactory overall although the co-ordinator has identified a shortage of floor mats for future action.

## RELIGIOUS EDUCATION

156. Standards in religious education are above the expectations of the Locally Agreed Syllabus at the end of both key stages. There is no data from the previous inspection for comparative purposes. Pupils of all ages and abilities make good progress as they move through the school and the subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
157. Key Stage 2 pupils visit both the local church and chapel as part of their study of religious education and also take part in occasional services as part of their acts of collective worship. In recording their experiences in the church they have used a digital camera to produce illustrations of the stained glass and the font. In their workbooks they have recorded ideas for a Harvest Festival, using a paint programme on the computer to illustrate their work. By the end of Year 2, pupils have a good understanding that Jesus is a focus for the Christian faith and that stories about Him are to be found in the Bible, which they know to be a sacred book. In assemblies and in their lessons pupils also become familiar with elements of other major faiths and during the course of the inspection were very taken by the story of Ganesh from the Hindu tradition.
158. By the end of Key Stage 2 pupils have a good understanding of Christianity and other major faith traditions. The school has a good supply of artefacts to enhance the teaching of religious education and, through these, pupils grow in their knowledge of the sacred texts associated with other faiths. Work based on visits to the local church shows good progress from a similar visit in Key Stage 1 and pupils are able to examine the meaning of the church as well as recording its contents. In discussion, pupils in Year 6 showed knowledge of the differences between places of worship in the major faiths and were also aware of the similarities of purpose. They have a good knowledge of the relationship between the Old and the New Testaments and also understand the significance of the Old Testament in the literature of Judaism. They have examined the nature of religious festivals and ceremonies and know that they are important in all religions. The school benefits from the visits of local clergy but there are few visits from members of other faith communities.
159. The quality of teaching in religious education is good overall in both key stages. Good use is made of an extensive collection of artefacts. In a school assembly the headteacher used artefacts as part of the telling of the story of Ganesh and this was a source of considerable fascination for the pupils. Teachers plan their lessons well and have high expectations of their pupils. Attitudes and behaviour in lessons are good and pupils are well motivated to succeed. The presentation of work in pupils' books is good and the quality of the extended writing often exceeds that being done in literacy books. Some pupils have produced extended work based on their visits to Hulland church and have also compiled a portfolio celebrating early life in which they have looked at the importance of birthdays and baptisms. Use of new technology for personal research is now developing and is having a positive effect on pupils' learning. Other resources, such as artefacts, are used well and all pupils take part in visits out of school at various points in the year.

160. The co-ordinator offers satisfactory leadership of the subject but there is no whole school system for assessing the quality of the work done by the pupils or for recording their progress as they move through the school. The monitoring of teaching and learning is under-developed. The quality of the resources available is good overall.