

# INSPECTION REPORT

**SOUTH DARLEY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Matlock, Derbyshire

LEA area: Derbyshire

Unique reference number: 112842

Headteacher: Mr D Mayo-Braiden

Reporting inspector: Mr Sean O'Toole  
20891

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> March 2003

Inspection number: 247279

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	5 – 11 years
Gender of pupils:	Mixed
School address:	Cross Green Matlock Derbyshire
Postcode:	DE4 2JT
Telephone number:	01629 732240
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Evans
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	Sean O'Toole	Registered inspector	Equal opportunities; Special educational needs; English as an additional language; Mathematics; Science; Information and communication technology (ICT); Art and design; Design and technology; Physical education.	The school's results and pupils' achievements; How well are pupils taught; How good are the curricular and other opportunities offered to pupils; How well is the school led and managed; What should the school do to improve further.
13526	Richard Barnard	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.
20911	Judith Dawson	Team inspector	Foundation Stage; English; Geography; History; Music; Religious education.	

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

### **INFORMATION ABOUT THE SCHOOL**

South Darley Church of England Primary is a much smaller than average sized school located close to Matlock. The pupils come from the surrounding area which is above average socio-economically. A total of 68 pupils aged between four and eleven attend the school with 28 boys and 40 girls. Almost all of the pupils are of white British heritage and none has English as an additional language. One in thirteen pupils are eligible for free school meals which is below average. There are four pupils with special educational needs (below average) and three have a statement of special educational need (above average). Almost all children starting in the reception class have benefited from some pre-school educational experience. Attainment on admission is generally above average. Since the previous inspection the governors have appointed a new headteacher and a part-time teacher.

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

This very good school provides an exciting and stimulating environment in which pupils thrive. The school is led and managed very well and the staff comprise a highly effective team. The quality of teaching and learning are very good and pupils are inspired to do their best. The needs of all are carefully considered and everyone is included and made to feel special. Standards are good and pupils make very good progress in most subjects. The school provides very good value for money.

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

- Attainment overall is above average and pupils achieve particularly well in English throughout the school and in mathematics, science and music at the end of Year 6
- The quality of teaching is very good and pupils learn very effectively
- The school benefits from very good leadership and management
- Pupils' behaviour, attitudes and personal, social and emotional development are excellent
- There is excellent provision for pupils' spiritual, moral, social and cultural development
- Parents make an exceptional contribution to the life of the school

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

- Standards in science at the end of Year 2

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

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

The school has made good improvement since it was inspected in October 1997. Issues raised in the last report have been dealt with successfully and the school now has a good system of assessment linked to effective planning. There is now a useful development plan which is being used well to improve standards. Since 1999 there has been a generally rising trend in pupils' performance. The quality of teaching has improved and leadership and management are well focused and determined. The staff are an effective team and work well with governors; the school is in a good position to build upon its strengths.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	A	A	C
Mathematics	A	A*	A	B
Science	D	A	C	D

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

There are variations in performance from year to year due largely to the small numbers of pupils taking the tests. In 2002 test results at the end of Year 2 showed that standards in reading and writing were well above average but they were below average in mathematics and science. The variation between the subjects is partly due to the proportion of pupils with special educational needs with specific learning difficulties in mathematics and science. When compared to schools with similar intakes standards in reading and writing were above average but well below in mathematics. Inspection evidence shows improvement in mathematics and science partly due to improved assessment and curriculum and better teaching. Inspectors find that standards at the end of Year 2 are well above average in English and above average in mathematics. By the end of Year 6, standards in English, mathematics and science are well above average and improvements are due to some excellent and very good teaching. The school sets sufficiently challenging targets and the pupils are on course to meet them.

Overall, the progress made by pupils throughout the school is very good. Pupils with special educational needs achieve very well and make very good progress because of the high levels of support they receive. The more able and gifted and talented pupils are set challenging work and this moves their learning on at a brisk pace. Children in the reception year make very good progress and by the time they start in Year 1 most have exceeded the expected goals for their age in all of the areas of learning. They are particularly successful in personal, social and emotional development and communication, language and literacy.

In Years 1 to 6 pupils achieve successfully in other subjects. The standards in music are well above average. Standards are above average by the end of Years 2 and 6 in design and technology, art and design and religious education, and in history by the end of Year 6.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are enthusiastic and eager participants in all aspects of school life. They especially enjoy extra-curricular activities.
Behaviour, in and out of classrooms	Excellent. Pupils work and play together in harmony. Rough play and bullying are rare and there have been no exclusions.
Personal development and relationships	Excellent. The pupils help to create a purposeful and vibrant community. They are involved in decision-making and are helpful and constructive members of the community.
Attendance	Very good. Pupils love school and absence is rare. Attendance rates are

	well above the national average.
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## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very 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 teaching is very good, with some excellent features, and promotes learning very well as work is matched carefully to the needs of individuals. The quality of teaching has improved since the previous inspection. Teaching successfully meets the needs of pupils and they respond with excitement and hard work, being keen to please their teachers. Pupils have a thirst for learning. Teachers are knowledgeable about the subjects and communicate their enthusiasm very well so that pupils are inspired to do their best. English and mathematics are taught very well. In Years 1 to 6 teachers extend pupils' literacy and numeracy skills very effectively in other subjects and are strong in developing basic skills of reading, writing and mathematics. The teaching of pupils with special educational needs is very good but visiting specialists do not always set sufficiently challenging work and the pupils lose concentration. Teaching of reception children is very good and the support staff make an exceptional contribution to the children's learning. There is very strong emphasis on personal, social and emotional development and communication, language and literacy, which enables the children to take a full part in all aspects of the curriculum. Sometimes there are too many worksheets for children to complete and they are much more successful when writing independently. Other subjects are taught well and the teaching of science in Years 3 to 6 is very good. Music is taught excellently. Skills in ICT are taught consistently and pupils use their skills to support their work in a range of subjects. Religious education, history and art and design are brought to life through practical activities and visits.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school meets the needs of all pupils by providing challenging opportunities including a very good range of extra-curricular activities. Very good links are made between subjects, making learning meaningful.
Provision for pupils with special educational needs	Very good. Support staff and teachers provide very good help for the pupils through additional support, well-matched work and precise target setting.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent. The ethos of care and concern for others is an integral part of the school's provision. Pupils sensitively discuss issues, are taught to respect differences and encouraged to value the richness of cultures found in Britain today. There are many opportunities to be involved in the community and take part in social, musical and sporting events.
How well the school cares for its pupils	This is a very caring school and staff know the pupils well. They make good use of assessment to identify the next steps in learning and monitor pupils' personal, social and emotional development very effectively.

Parents make an excellent contribution to their children's learning and are very supportive of the school. They raise substantial funds, help in school and join in social and educational events. The school encourages and welcomes their support.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The new headteacher has made an excellent contribution to school development. Staff are a highly effective team; they share ideas, monitor each other's work and promote consistency in developing pupils' skills, knowledge and understanding in the subjects.
How well the governors fulfil their responsibilities	Very effectively. Governors have a clear understanding of the school's work and are supportive and challenging.
The school's evaluation of its performance	Good. Analysis of data to pinpoint areas for development has resulted in improved standards in science and the acceleration of pupils' progress in other subjects. Very good systems monitor teachers' performance.
The strategic use of resources	Very good. The school has robust systems for financial management and makes good use of funds as governors carefully consider best value when purchasing supplies and services.

The school's accommodation is adequate and is enhanced through attractive displays of pupils' work and well-maintained gardens. Resources for the subjects are satisfactory, although there are shortages of games equipment and resources for outdoor play for the reception children. There is a good number of teaching and support staff with much expertise and experience. The staff show a high level of commitment to training. The school administrator contributes very much to the smooth running of the school.

## 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>• The progress made by their children because of the quality of teaching</li> <li>• The children's very good behaviour and attitudes</li> <li>• The range of extra-curricular activities</li> <li>• The approachability and hard work of the staff</li> <li>• The teachers' high expectations of the pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Parents expressed no substantial concerns</li> </ul>

The inspection team fully endorse the positive views of parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS**

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

1. Most children start at the school with above average skills, knowledge and understanding for their age. During the reception year the staff successfully build upon the children's achievements and their skilful intervention and support enable most children to make very good progress and to exceed the expected goals for their age by the time they start in Year 1. The reasons for the children's success are a rich and challenging curriculum, very good teaching and exceptional support from education care officers. By the end of the reception year the children have good personal, social and emotional skills and are well-equipped learners. They have above average speaking and listening skills and most are about a year ahead of children of a similar age in reading and writing. They are competent in basic mathematics and have good knowledge and understanding of the world. The children's creative and physical skills are also above those expected for their age.
2. Test results in English, mathematics and science vary substantially from year to year largely due to variations in the ability level in a small cohort. For example, the presence in a cohort of one pupil with a statement of learning related special educational need makes a substantial difference to the results it can achieve. In the 2002 tests the pupils at the end of Year 2 attained well above average standards in reading and writing and below average standards in mathematics; however, these figures do not take account of specific learning difficulties in mathematics of some of the stated pupils in that cohort. Nevertheless, the school has recognised that performance in mathematics and science could be better and this year there have been changes to teaching methods, the introduction of new materials and sharper target setting, which have resulted in improvement. Inspection evidence shows that standards in reading and writing are well above average and above average in mathematics. Teacher assessments in science showed that standards were below average in science and inspection evidence indicates that standards are average. The improvement has been due to additional guidance provided by the science subject leader. However, standards in science should be higher. There is an over-reliance on simple methods of recording which do not extend the pupils' scientific thinking.
3. National test results at the end of Year 6 showed that last year standards in English and mathematics were well above the national average and standards in science were average. When compared with similar schools standards were average in English, above average in mathematics and below average in science. The appointment of the headteacher and a new teacher in Years 5 and 6 has had a significant impact on standards and, as a result, inspection evidence shows that standards are well above average in English, mathematics and science. The significant improvement in science is the result of often excellent teaching that completely involves pupils in exploring scientific ideas, posing questions and formulating hypotheses so that they have a secure grasp of skills, knowledge and understanding in the subject. Trends over time show that standards are rising. The standards seen in Years 2 and 6 in English, mathematics and science have been at least maintained when compared with those recorded in last year's test results. The determined leadership of the headteacher, ably supported by a willing and hardworking staff, has created a climate in which high achievement is valued and

where pupils thrive through very good teaching. The school has set challenging targets and is on course to meet them.

4. Pupils' successes in the work seen in English, mathematics and science include;
- Very competent skills in speaking and listening throughout the school; pupils engage in purposeful conversation, debate and express opinions about issues such as the possible war with Iraq with much sensitivity and understanding
  - Reading with expression and understanding from a wide range of texts and making very good use of information books to research
  - Pupils' writing is imaginative and interesting to read because they structure arguments well, use sparkling vocabulary, well structured and grammatically correct sentences and accurate spelling and punctuation
  - Very good knowledge of number facts and methods of calculating
  - Advanced skills in solving complex problems using mathematical vocabulary, signs and symbols
  - Good understanding of shape, space and measures and the ability to use graphs and charts to present data
  - Year 6 pupils explain investigations showing a very good understanding of scientific terms, processes and knowledge
5. Pupils are particularly successful in using their literacy and numeracy skills in other subjects. They make appropriate use of ICT to support their learning.
- They write historical accounts drawing on research to create accurate and extended passages showing a flavour of the period
  - In religious education they explore complex ideas writing sensitively and with empathy for the *prayer tree*
  - In design and technology the pupils measure accurately and make sparing use of materials because they plan their work well
6. The pupils achieve well in the other subjects and make good progress.

<b>Standards achieved in other subjects</b>		
<b>Subjects</b>	<b>Years 1 and 2</b>	<b>Years 3 to 6</b>
Art and design	Above average	Above average
Design and technology	Above average	Above average
Geography	Average	Average
History	Average	Above average
Music	Insufficient evidence. Singing is good.	Well above average
Physical education	Average	Average
ICT	Average	Average
Religious education	Above average	Above average

7. Achievement in music is a particular strength because of the imaginative and challenging teaching and the opportunities for pupils to sing in a variety of styles and languages, play instruments and find out about composers and their works. History is brought to life through the use of special visits and visitors and in geography in Years 1 and 2 the pupils made a video of their locality rising to the challenge of being

television reporters. Religious education is taught very well and pupils show a perceptive understanding of world religions and how faith may affect people's lifestyles. Pupils' work in art and design shows effective use of techniques with particular success in observational drawing.

8. Different groups of pupils achieve very well and make very good progress because the staff focus effectively on individuals. Comparisons between the performance of boys and girls show some variations from year to year but the very small number of pupils taking the tests and the imbalance of boys and girls in each class make reliable comparisons difficult. Inspection evidence shows that boys and girls do equally well. Progress for pupils with special educational needs is also very good. Pupils with special educational needs are given much individual support and have well focused individual education plans that are used to plan work. Those with statements of special educational needs are fully included in all of the school's activities and staff provide excellent opportunities for the pupils to learn. The staff identify gifted and talented pupils and ensure that their work is demanding. Some very challenging work was given to pupils in dance, English, mathematics and science. More able pupils' needs are also met well and much is expected of them in, for example, writing poetry to express mood and emotion.

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

9. The pupils' excellent attitudes to school and behaviour have a significant impact on their achievements and extremely high levels of personal development. Their enjoyment of school bubbles over as seen at the end of each morning session in Years 5 and 6 where the pupils show a fantastic enthusiasm for singing and a delight in performing a wonderful medley of songs. The personal, social, and emotional development of pupils in the Foundation Stage is very good. The standards have improved on those reported at the time of the previous inspection. Attendance is very good being well above the national average overall. Unauthorised absences and cases of lateness are very rare.
10. Pupils love school and this is demonstrated in their:
  - hard work, enthusiasm, joy in learning and keenness to please their teachers
  - attentive listening
  - thoughtful and inspiring writing
  - keen participation in discussion; they are confident and mature speakers
  - pride in their work especially presentation
  - keen participation in extra-curricular activities such as sports, music and French
11. Behaviour is excellent. Pupils know and follow the rules well and respond extremely well to the high and consistent expectations of all members of staff. Rough play and bullying are rare and there have been no permanent or temporary exclusions. The pupils help to create a purposeful and vibrant community. They move around the school sensibly.
12. Pupils' personal qualities are brought out and enhanced by the excellent promotion of their spiritual, social, moral and cultural education. For instance, in some stunning work in a Year 5 and 6 English lesson they identified that the work of the poet in Only God can make a tree was nothing compared to the creativity of God. In a Year 3 and 4 assembly they reflected very sensitively about death and how memories may ease the loss of a loved one. Pupils reflect well on issues especially the importance of study and learning. They enjoy conversation and discussion with adults.

13. Pupils' personal development and relationships with each other and staff are excellent and significant strengths of the school.
- Older pupils undertake a range of responsibilities keenly and responsibly such as acting as secretaries, helping in the dining room, and caring for plants and developing the garden areas
  - The School Council allows pupils from Year 1 upwards to appreciate how to represent the views of others and to feel they are playing a part in decision making within school and become helpful and constructive members of the community
  - Older and younger pupils get on very well together especially in the playground
  - Pupils co-operate very effectively; in a Year 3 and 4 art lesson pupils collaborated excellently on developing their appreciation of colour and texture when producing paintings in the style of David Hockney
  - Pupils show excellent respect for the feelings, values and beliefs of others
  - They have an excellent understanding of wrong and right.

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

14. The quality of teaching is very good and sometimes excellent and has a substantial impact on the effectiveness of pupils' learning and their progress. Teaching is of a consistently high quality in all classes. The teaching of children in the reception class is very good overall and is especially effective in communication, language and literacy and personal, social and emotional development. Teaching meets the needs of all pupils successfully because it is inclusive and staff value individuals. Pupils with special educational needs are taught very well and those with statements receive well-focused support. The school has identified several gifted and talented pupils and is very effective in providing them with challenge and stimulation in subjects such as English and music. More able pupils respond enthusiastically to the challenges set and make very good gains in learning. Boys and girls are taught equally well and the staff are fully aware of the often different ways in which the pupils learn.
15. The very good teaching in the reception year results in children becoming proficient and well-motivated learners. Support staff make an excellent contribution to the teaching as they ask well-focused questions, discuss different ways of tackling problems and expect much from the children. The basic skills in communication, language and literacy and mathematical development are taught very well and the children benefit from many practical activities such as controlling a remote controlled car to learn positional and directional vocabulary. The children work together happily in role-play and staff use these opportunities to extend vocabulary. Reading and writing are taught very effectively with an effective blend of story telling, learning the sounds of letters and writing independently. However, there is an over-reliance on using worksheets and workbooks to record which means that children are not always able to write as fully as they might. Creative and physical development are taught well and include lots of practical work linked to the development of skills and techniques. A particular strength in the teaching is the excellent attention given to promoting personal, social and emotional development through providing opportunities for the children to learn independently.
16. Pupils with special educational needs benefit from well-crafted individual education plans which are used well to provide focused work. All staff ensure that the lessons are planned to include pupils with learning difficulties. This is especially true of work with pupils with statements of special educational need. Education care officers have excellent skills in supporting the pupils, ask rigorous questions and guide the pupils step-by-step through new learning. The most effective teaching of these pupils is in

language and mathematics because the tasks set are linked well to pupils' targets. In an excellent physical education lesson in Years 3 and 4 the teacher gave one of the statemented pupils charge over a group which she led with pride. This raised the pupil's self esteem and also helped other pupils to appreciate the value that people with different skills can bring.

17. There are several common features in the teaching which promote high standards and they include:
- High expectations and challenge which inspires the pupils to do their best and to take pride in the presentation of their work
  - Teachers have much expertise in the subjects and through additional training have become proficient in promoting basic skills in literacy and numeracy
  - The management and deployment of support staff is a significant strength because individual talents are used highly effectively as in working alongside pupils with significant learning difficulties
  - There are excellent relationships between pupils and staff which help to create an environment of mutual respect and enjoyment of learning
  - Learning is made fun and pupils love coming to school
  - Teachers inspire their pupils through lively and thought-provoking lessons
18. The teaching of English, mathematics and science is mostly very good and sometimes excellent. This is because teachers have very secure subject knowledge and expertise, although in science in Years 1 and 2 there are insufficient opportunities for pupils to devise and record their own investigations. Teaching of science in Years 1 and 2 is satisfactory. The teaching of English achieves a balance between the development of skills, knowledge and understanding and includes extensive opportunities for pupils to write in different styles. There is regular practice of reading and pupils are avid readers both at school and at home. They apply their English skills very well to their learning in other subjects. Mathematics teaching is of high calibre, lessons have very brisk pace and include high levels of challenge. A particular strength in the teaching of science in Years 3 to 6 is the emphasis on practical work in solving problems. Pupils learn avidly and work hard in all lessons. They apply their skills very well and are especially good at research and using a range of information to draw conclusions. Pupils take pride in presenting their work well and show delight in their own and other's achievements
19. Creative, aesthetic and physical skills are taught very well as teachers use a wide variety of methods to motivate and challenge the pupils. Homework is a regular and effective feature of pupils' learning and has a positive impact on standards. Lessons are planned well and the staff enliven them through extensive use of the locality as in religious education and English when pupils focus on the wonders of the natural world in the adjacent plantation. Dance is taught very well and introduces pupils to a wide range of cultural traditions. There is a good balance in the teaching of design and technology and art and design as pupils' are taught specific skills and techniques and then encouraged to apply them creatively. Music teaching is of the highest quality and enriches pupils' learning and provides a backdrop to much other successful learning through the school. Underpinning the challenging teaching is the very effective marking of pupils' work which guides them on how to improve. Marking is often linked to targets and the pupils have a very good understanding of their own objectives for improvement.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS**

20. The school provides a very good curriculum which meets the needs of all pupils through relevant, interesting and challenging activities. The curriculum has improved since the previous inspection. Children in the Foundation Stage have a very good curriculum which contributes much to their learning and prepares them well for the National Curriculum. Much of their work is practical and there is very good emphasis on communication, language and literacy.
21. The school provides a very good range and number of extra-curricular activities which are open to all pupils. Pupils are eager participants in the gardening club, learning French and take part in a wide range of musical events and sporting competitions in which they achieve good success considering the size of the school. The school involves members of the community in helping with these activities and they contribute very well to pupils' understanding of citizenship. Visits, including a residential visit, also enhance the curriculum as pupils are given good opportunities to find out about the wider world, participate in outdoor pursuits and come to a good understanding of their own locality, through making a video trail of significant features in the area.
22. This is a very inclusive school and there are good policies and practice to ensure racial equality and fairness for all. The school makes very good provision for pupils with special educational needs, including those with statements. Staff focus strongly on individual need and prepare work based on well-crafted individual education plans. There is excellent support from education care officers who are fully involved in planning activities. Statements are sharply focused and in-school support is of high calibre so that pupils are fully included in school life. A particular strength in the provision is the promotion of pupils' self esteem. However, the support provided for statemented pupils from outside agencies is not as sharply focused as the rest of the provision and some of the work set is found by pupils to be boring. The school makes very good use of national guidance and follows the Code of Practice well.
23. Planning has improved much since the previous inspection and there are now systems to ensure that skills, knowledge and understanding are taught consistently. Staff make good use of national guidelines for the subjects and adapt these guidelines to meet the needs of pupils of different abilities. The headteacher has a good overview of curriculum development and monitors colleagues' planning effectively. Schemes of work and published materials are also adapted well to meet the needs of the pupils, although there is an overuse of workbooks with younger pupils. The staff have a very good understanding of the National Literacy and Numeracy Strategies and their effective use has contributed to rising standards in English and mathematics.
24. The school's provision for personal, social and emotional development, including spiritual, moral, social and cultural development is excellent and reflects the school's Christian foundation and the principles of valuing all. Personal, social and health education forms an integral part of the pupils' learning and there is good provision for teaching about drugs and sex and relationships. The school creates an environment in which pupils flourish and learn respect for each other. Excellent provision is made for spiritual development through imaginative and creative teaching which inspires pupils to value themselves and others. In an excellent poetry lesson Years 5 and 6 interpreted Housman's poem Loveliest of Trees with sophisticated understanding and then wrote their own poems expressing mood and emotion using personification to excellent effect. Pupils are taught values, principles and beliefs which help them to make sense of life and their part in society. They are given opportunities to debate and challenge stereotypes and to express opinions and feelings about major issues such as world conflict. In assemblies and religious education pupils are taught to appreciate beauty, truth and goodness as seen through the beliefs of different people.

Through poetry and other writing the pupils express human feelings and emotions showing perceptive insight. The school works very successfully to ensure that pupils' cultural experiences prepare them excellently for life in a culturally diverse society. Cultural development is promoted excellently. Pupils are challenged about their own views and opinions and exposed to a wide variety of cultural influences through art and music. The school is careful to nurture a variety of gifts and talents and to provide opportunities for pupils to experience literature, language and culture from around the world. The involvement of visitors from around the world and the teaching of dance from many countries helps pupils to value strikingly different forms of expression such as Indian and Caribbean dance. Books, posters and displays also reinforce positive cultural attitudes. Older pupils write regular letters to penpals in Germany and also explore the Internet to find about the wider world.

25. The school also provides for excellent social and moral development. Pupils are encouraged to be active participants in decision making through the School Council. The Year 6 pupils regularly raise funds to provide outdoor furniture and many pupils are involved in creating pleasant gardens and maintaining them. Pupils develop a strong sense of justice and right and wrong. They are encouraged to resolve conflict and to listen to different views, exercising responsibility for their own actions. Pupils are taught very well to develop strong personal qualities through honesty, respect for difference and thoughtfulness. School rules are based on mutual respect and concern and staff are consistent in encouraging pupils to understand them. There are good systems to reward thoughtful attitudes and behaviour. The staff provide excellent role models in the way in which they relate to each other and show respect for pupils. The provision for spiritual, moral, social and cultural development makes a significant contribution in helping pupils to become mature, thoughtful and responsible and prepares them very well for the next stage of their education.
26. The school is active in working with other schools and educational establishments. This good provision contributes much to continuity between schools. Children from the local playgroup are welcome visitors at a variety of events and this ensures a smooth start to school life. Pupils in Year 6 visit their secondary school and also throughout the school pupils participate in competitive and social events with other schools. These opportunities do much to promote pupils' awareness of the wider world. The school is at the heart of its community and serves it well for. Members of the community attend social events and the school supports local fundraising for sick children. Pupils eagerly perform carols for senior citizens and customers at the local hostelry.

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

27. The school provides very good care for each of its pupils, which allows every one to learn very well in a secure and friendly environment, contributing to their development as confident and enthusiastic learners. The school has improved the good levels reported at the previous inspection. Excellent relationships between all members of staff and pupils create an atmosphere of mutual trust. This is a highly inclusive school in which all are valued and encouraged to contribute especially those with special educational needs.



28. The school is successful in the following areas:
- It has established very good child protection procedures and staff awareness of potential issues is very good
  - Health and safety procedures are very good and all risks assessed and recorded appropriately; very good care is taken in assessing risks on school trips.
  - Security and arrangements for first aid are very good supported very effectively through very good supervision at lunchtime and playtimes
  - Very good monitoring and promotion of attendance allows the school to follow up the very few problems very quickly with parents
  - Pupils' personal development is monitored excellently as members of staff know pupils and their backgrounds very well
  - Behaviour is handled very well and consistently by all members of staff; parents and pupils feel that incidents relating to potential bullying are dealt with very quickly and effectively
  - The very good range of outdoor activities contributes very well to the excellent behaviour and relationships in the playground
29. The school has good systems for assessment and the staff use the information effectively when planning work. The school complies with requirements for national testing at the end of Years 2 and 6 and reports the results clearly to parents. Teacher assessments and national test results are usually closely matched and discrepancies are due to the very small number taking tests which skew percentage results. The headteacher and governors use the results of tests to set challenging targets for performance of both staff and pupils and this has resulted in improved teaching and higher levels of performance.
30. Because of the teachers' clear understanding of pupils' attainment they set individual targets for pupils and keep accurate records of pupils' achievements. They track progress to ensure that pupils are on course to achieve their targets. This is especially true of pupils with special educational needs. The staff are rigorous and incisive in drawing up individual education plans and in monitoring the pupils' success in meeting their goals. Pupils of all ages and abilities are clear about their targets and their own responsibility for meeting them. Children in the reception class are assessed shortly after starting school and the teacher uses this information to plan work. Throughout the year the teacher records the children's progress in all of the areas of learning.

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

31. The school has established a very good partnership with parents which contributes significantly to pupils' achievements and especially their excellent attitudes to school. The school has made effective efforts to successfully build on the good level reported in the previous inspection.
32. Parents think that the school is excellent. In the pre-inspection survey, at the parents' meeting and in discussions during the inspection they identified the following as major strengths. Parents are highly impressed by the leadership and management and the teaching. They feel that their children are encouraged to express themselves and grow in confidence, respect and social skills. They are particularly pleased with the approachability of all staff and the high expectations and supportive ethos. Inspection evidence supports these positive views. Parents raised no issues or significant concerns.

33. The school regards itself as part of the community and encourages parental and community support. It is especially successful in promoting the parental partnership in the following ways:
- Very good information is provided in attractively presented newsletters
  - There is very good liaison with parents enhanced by open access and daily contact with the headteacher before and after school
  - Parents are given very good information about what is to be taught each term and there is very good information on achievements and areas for development in annual reports
34. Parents provide very good support of their children's learning through:
- Very good help in the classroom
  - Very positive support of homework
  - Co-operation with problems such as behaviour
  - Support through the Parent Teachers Association especially fundraising; for instance the purchase of new pastels is helping pupils' appreciation of colour and texture in art
  - Supporting regular and prompt attendance

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

35. The leadership and management of the school have improved since the previous inspection and are now very good. The new headteacher has made an excellent contribution to the life of the school in a very short time and created an ethos in which all are valued and given opportunities to excel. The school's aims are met very well and there is a strong sense of purpose in leadership committed to raising standards and improving the quality of education further. The school has successfully tackled the issues raised at the time of the previous inspection. The useful schemes of work and policies now help to bring consistency in planning lessons. Assessment and its use have improved and staff are much clearer about pupils' attainment and progress. The headteacher, with the governors, has devised a useful and well-focused development plan which provides clear guidance on how to improve the school. The highly motivated staff are an effective team committed whole-heartedly to serving the pupils' needs and improving the quality of education further.
36. The new headteacher successfully balances his large teaching commitment with leadership and management and has established good systems to track pupils' performance, monitor tests results and use the information to set challenging targets for staff and pupils. There is good analysis of national test results and the information has been used successfully to set new challenges and to raise standards in mathematics and science.
37. The governors fulfil their statutory responsibilities effectively and have a realistic view of the school's successes and areas for development. They are frequent visitors to the school and show much commitment to improving their skills through further training. Governors take their responsibilities for overseeing literacy, numeracy and the provision for pupils with special educational needs seriously and hold the school to account for the standards it achieves. They are now involved in school development planning and link the budget to the school's priorities and monitor outcomes. They have developed a shrewd understanding of performance management and set challenging targets for the headteacher and staff. There is much informal and effective monitoring of teaching and a rigorous check is kept on pupils' learning.

38. The school is managed very well. All statutory requirements are met and there is very good management of the provision for pupils with special educational needs. The school's finances are in good order and there are robust and effectively systems to track spending and its impact on the quality of teaching, learning and resources. The head and governors are committed to using best value principles by purchasing supplies and services using competitive tendering. They challenge themselves and the school on how well it is meeting its aims through seeking the views of parents, staff and pupils. The school's clerical assistant has excellent skills in managing a busy office and in providing a welcoming smile to all visitors. Her efficiency frees time for the headteacher to be involved in teaching and management. Good use is made of technology to support administration and management.
39. Other staff play key roles in developing and monitoring the curriculum and share their responsibilities equitably. They have a good understanding of subject leadership and monitor their colleagues' work and the pupils' achievements. Staff are keen participants in additional training and share new ideas with colleagues. New staff are soon made to feel part of the school community and extensive systems support professional and personal development. The school would make an ideal provider of initial teacher training. There are sufficient teachers and support staff and they make a very good contribution to pupils' learning because they have the broad range of skills needed in a school of this size.
40. The school's accommodation is adequate and is supplemented by the use of the village hall for physical education lessons. The building is well maintained and staff use displays of pupils' work to create a stimulating environment. The pupils also contribute to making the outdoor play areas attractive by raising funds through regular cake stalls. However, the sloping playgrounds hamper some physical education activities and the provision for outdoor play for reception children. The school's resources are satisfactory. There are sufficient computers and software although more are needed to extend the use of ICT across the curriculum. The school's library is stimulating and has a good range of books.
41. The school has limited funds and makes very good use of them. Because of the very good quality of education provided, especially teaching, the progress and standards achieved by the pupils the school provides very good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

42. In order to build upon the high quality of education provided by the school, the headteacher, staff and governors should:

\*Improve standards in science at the end of Year 2 by setting more challenging work that includes opportunities for pupils to investigate and explore scientific ideas and to record their findings making good use of their literacy skills. (Paragraphs 2, 18, 74 - 79)

\* The school has identified this issue in its development plan

## **OTHER ISSUES FOR CONSIDERATION BY THE SCHOOL FOR INCLUSION IN THE ACTION PLAN**

- Reviewing the use of worksheets and workbooks in the reception year and Years 1 and 2. (Paragraphs 2, 15, 50, 53, 66, 78)
- Improving the accommodation and resources for the Foundation Stage for outdoor play (Paragraphs 40, 44, 58)
- Improving equipment for games lessons in Years 5 and 6. (Paragraphs 40, 99)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

27

Number of discussions with staff, governors, other adults and pupils

17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	12	4	1	0	0	0
Percentage	35	46	15	4	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	68
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	4

#### 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	1
Pupils who left the school other than at the usual time of leaving	0

### Attendance

#### Authorised absence

	%
School data	2.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

National test results at the end Year 2 have been omitted because of the small number of pupils taking the tests. Results achieved by boys and girls at the end of Year 6 in the national tests have been omitted due to the small number taking the tests.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	83 (100)	83 (100)	83 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	10	10	10
Percentage of pupils at NC level 4 or above	School	83 (n/a)	83 (n/a)	83 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	67	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	1	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	20.1
Average class size	22.67

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	80

*FTE means full-time equivalent*

### ***Financial information***

Financial year	2002/2003
	£
Total income	130,492
Total expenditure	143,120
Expenditure per pupil	2,104
Balance brought forward from previous year	21,000
Balance carried forward to next year	12,628



### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	68
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	16	3	3	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	76	24	0	0	0
My child gets the right amount of work to do at home.	65	27	0	8	0
The teaching is good.	81	19	0	0	0
I am kept well informed about how my child is getting on.	70	19	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	89	5	5	0	0
The school expects my child to work hard and achieve his or her best.	92	8	0	0	0
The school works closely with parents.	68	24	3	0	5
The school is well led and managed.	76	22	3	0	0
The school is helping my child become mature and responsible.	76	24	0	0	0
The school provides an interesting range of activities outside lessons.	70	24	5	0	0

### Other issues raised by parents

Parents raised no significant issues regarding the school. They were particularly pleased with the work done by the new headteacher and were full of praise for all staff.

## **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**

43. When children join the school after their fourth birthday their attainment is above that expected of their age. They make good progress in all aspects of the curriculum so that by the time they start Year 1 most have achieved the early learning goals and are working well on the early stages of the National Curriculum. The teaching is very good. Standards have been maintained since the last inspection.
44. Children make good progress because:
- The teacher organises her time, and that of the high quality non-teaching support staff, very effectively so that the children have access to very good focused teaching
  - The reception children, who are part of a class that includes all the infant pupils, are provided with appropriate work that is challenging and achievable
  - There is an attractive and stimulating learning environment and the adults ensure that learning in school is supported by good use of the locality which provides very good links with home and life outside school so that learning is a continuous progress
  - Although there is still no provision for a safe outdoor area and large outdoor play equipment, a weakness in resources at the time of the last inspection, other resources are appropriate and are enhanced with the use of natural materials and the locality
  - Children are secure and happy and believe themselves to be independent and significant members of the class and school communities
  - Success is valued and expected so children are eager to learn
  - Parents support their children very well and make significant contributions to their learning in school and at home.

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

45. The children's personal and social skills are well above average for their age. The adults are consistent in demonstrating enthusiasm and excitement in learning. The teaching of personal and skills is very good, so the children are eager and motivated to learn. They work and play cooperatively and independently. Four children, playing with the toy farm, not only sorted the animals into families and built appropriate homes and enclosures, but also, without prompting, matched word cards to the appropriate animals. There was a good deal of lively discussion as the children tackled less familiar words such as "ram". All the children maintain concentration for extended periods. One of the youngest boys, for example, spent many minutes accurately copying an illustration of a truck with the appropriate construction apparatus. The adults are a very effective team and set an excellent example of teamwork, cooperation, enjoyment of each other's company and mutual respect. The children emulate this and are already demonstrating effective social skills.
46. Children have an awareness of the feelings of others when they start school. The teacher develops this effectively through well planned discussions and stories. In an assembly children discussed the excitement of a new baby in the family and the teacher encouraged them to think about their wishes for the baby's future. They have learnt about celebrations in other cultures and listened to the story of a celebration of

pregnancy in India. Children are interested in the lives and customs of others and similarities and diversities are valued. All have a strong sense of right and wrong and a real understanding of their own personal responsibility for their actions. Inappropriate behaviour is very rare.

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

47. Children start school with a good vocabulary and an instinctive understanding of the way sentences are constructed. The teacher uses a mix of formal and informal assessments to pinpoint the children's skills in spoken and written language and ensures that they work at appropriate levels. The teaching of communication, language and literacy is very good and the way all adults are deployed to give either a direct teaching input or individual or group support is excellent.
48. Children make good progress in developing their speaking and listening skills because:
  - Adults speak to the children using a wide vocabulary and mature language; their questions to the children require comprehensive answers where one word replies are not sufficient
  - Children are encouraged to talk to each other, pupils in the class and adults both in discussion and as they work; they are in a very sociable environment
  - They are exposed to a very good range of stories and poems that are used throughout the curriculum, prompting role-play and feeding the imagination, for example, children adapt their voices to the style of "the big bad wolf" or "grandma"
  - At the end of lessons, children are regularly asked to tell the rest of the class about their work so they speak and confidently
49. Most children start school already reading and writing a few words and many know the letters of the alphabet. Their good listening skills help them to identify the different sounds within words and the older children already combine letters to create, for example "sh" and "th" when spelling words. The children's reading skills are good and older children are achieving standards expected of five to six year olds. Books are valued and a good range of books is readily available in the classroom. Children regularly share books and read to adults, including parents who support the school.
50. Very good use of time enables the children to join in with the class literacy lessons for much of the time, while spending the first part of lessons in the morning on physical activities in the playground. When they return they receive very good direct teaching well matched to their needs. Some children now write independently, using wordbooks to help spell words they do not know. Almost all children form letters correctly, leave space between the words and know the attributes of a sentence. Occasionally, however, the worksheets and workbooks that children are asked to complete are too repetitive and children practice skills they have already mastered. Their writing is at its best when children write their news, stories or information to support their knowledge and understanding of the world.

### **Mathematical development**

51. When children start school almost all can count groups of objects and know a range of counting rhymes and songs. They have a good understanding of mathematical language and compare size, quantity and shape. Children make good progress as the teacher plans work that builds on these skills with practical and interesting activities and many children exceed the early learning goals and are working within the first level of the National Curriculum.

52. Some excellent teaching by non-teaching assistants resulted in the youngest children making rapid progress in their understanding of directional language and in adding and subtracting one. Plenty of practical tasks and effective use of space resulted in children following a series of instructions that involved both direction and counting. Children have a good knowledge of different shapes and apply this to making models of homes, round puppet faces and strong walls with Lego. Counting games and songs feature regularly in the daily routine and very good use is made of physical development sessions to promote numeracy.
53. The teaching of mathematical skills is very good overall and at its best when, as in the example above, children are engaged in practical and creative tasks. All children record numbers accurately. While less experienced children benefit from the use of workbooks and worksheets to consolidate their learning, the most able children are sometimes required to complete written tasks on commercial sheets that do little to develop their skills because they have already consolidated their understanding of the work.

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

54. Children enter the school with a good general knowledge and are provided with a good curriculum that successfully extends their knowledge beyond their personal experience. The children's knowledge and understanding of the world often exceeds the early learning goals by the start of Year 1. S.D. Bear, who joins children and pupils throughout the school on their travels, returning with photographs and his diary, provide a very good fount of knowledge. The discussions of his travels encourage curiosity about the world and an awareness of different terrains and climates. Children have learnt about the past through their local study of their homes as well as an understanding of the locality. They work alongside the pupils in Years 1 and 2 to learn about life cycles, families and materials and they talk confidently about these. The teaching is good and the organisation of the adults is excellent, ensuring that the children are taught and supported very effectively. In a class history lesson for example, well-structured discussions led to the children developing a good understanding of some of the differences between modern and older houses.
55. Children's knowledge and understanding of the world is extended throughout the day by:
- Adults encouraging the children to join materials, cut out and construct structures
  - Encouraging children to be observant of, for example, studying new growth in the school gardens and beyond, the patterns in buildings and the uses of gutters and drainpipes
  - Exposure to new experiences; a parent provided the children with samosas to try, which was a very good link with the Indian dance lesson and the assembly about the Indian celebration of new life
  - The use of computers; children are skilful in the use of the mouse to complete simple programs or "draw" pictures using a graphics program
  - Exposure to the customs and beliefs of other faiths; even the youngest children understand that people have different ways of worshipping God and they are knowledgeable about the life of Jesus.

## **Physical development**

56. The children have well-developed physical skills by the end of the reception year. All children manipulate small tools, writing and drawing materials and toys very well. They are confident in their use of space and move around the classroom showing an awareness of others. The teacher and non-teaching assistants make sure that the children handle tools with care. The teacher plans a good range of interesting activities that fine-tune the children's manipulative skills. Children sew and weave, thread and colour in shapes carefully, taking a pride in their achievements.
57. The beginning of the day sessions outside are very well planned and taught. In the lesson observed during the inspection children demonstrated very good skills when controlling balls with bats in and out of obstacles up the slope of the playground to the wall. The desire to get there first, as well as the very effective teaching showing younger children how to control their bat and ball, resulted in tight control and lots of fun. The climax of the lesson was when all the children successfully tiptoed along the lines of the playground. The warm up and cool down sessions help children to understand the importance of caring for their bodies.
58. There is no large apparatus for climbing and wheeled toys could not be used at present because of the steeply sloping playground. This lack of safe play area is overcome through the daily physical activities and the occasional visits to local play apparatus. Children benefit from living in a small community with plenty of safe space and have plenty of opportunities at home to pedal and climb.

## **Creative development**

59. By the end of the reception year, children's creative skills exceed the expectations of the early learning goals. The classroom walls display well-formed and careful artwork including well-proportioned figures and animals. Paint is used carefully and there are some imaginatively crafted pictures. Children have a good knowledge of colours and are beginning to learn how to combine prime colours to create others. The teacher encourages them to illustrate their work.
60. Role-play is encouraged and children apply their very good social skills showing imagination and empathy with the characters they portray. No music lessons or opportunities for children to create music were provided during the inspection but the children show skill and enthusiasm when singing during assemblies. They remember words well and have a good sense of rhythm and pace.
61. The teaching is good. The teacher and non-teaching assistants ensure that the children have clear instruction to help them refine their work. However, although toys and role-play materials were readily available during the inspection, the restrictions imposed by the wide age range and limited space meant that the children did not have access to paint, malleable materials or cutting, sticking and non-manufactured modelling materials for independent creative work.

## **ENGLISH**

62. Inspection evidence and national test results in 2002 show that standards in English are well above the national average. Pupils achieve very well in English and become proficient in all aspects of the subject. Boys and girls of all abilities make very good progress developing as highly skilled readers and writers. There is some difference in the performance of boys and girls in national tests but the very small number of pupils

involved in the tests makes reliable comparisons difficult. The pupils make very good use of their basic skills in English when working in other subjects. Pupils with special educational needs, including those with statements, are supported very well and their individual education plans have very good clarity so that teachers are given effective guidance when planning work. The staff supporting these pupils are highly skilful in their questioning and provide just the right level of support. More able and gifted and talented pupils also make very good progress because the work is challenging and relevant. Standards in English have been consistently above average for two years and pupils are well on course to meet the school's challenging targets and maintain these levels of performance. Standards and the quality of teaching have improved since the previous inspection.

63. The main reasons for pupils' success in English are:
- Very good teaching which challenges and inspires the pupils through high expectations
  - A vibrant and wide ranging curriculum which includes opportunities for pupils to write extended passages and use technical vocabulary
  - Very well focused opportunities for debate and discussion
  - Regular practise of basic skills such as handwriting, spelling and punctuation
  - Clear targets and incisive marking which guide pupils on how they might improve
64. By the time pupils start Year 1 they are already confident speakers and attentive and thoughtful listeners. By the end of Year 2, pupils speak with enthusiasm using complex sentences and a wide vocabulary. They retell the plot of the books they are reading comprehensively, giving opinions and their thoughts about the characters and predicting the outcomes. They listen carefully to each other and adapt their commentaries in the light of other pupils' contributions. By the end of Year 6, pupils use an impressive range of descriptive words and phrases to express, not only their own feelings, but also personifications of natural objects. In an excellent poetry lesson, for example, the pupils spent a few minutes quietly thinking about the tree they were standing by, followed by the teacher's high quality reading of Houseman's "Loveliest of Trees" and an anonymous poet's "Trees". The pupils' poems included similes such as "like a natural skyscraper" "sticky buds like toffee" and "like a soldier who stands his ground". The teacher's use of sophisticated vocabulary, for example "transmogrify", used in context but not defined, is a very good example of how his very high expectations and inspirational teaching enables pupils to achieve so well.
65. Pupils throughout the school read avidly. There is a good range of books in the classrooms and the teachers' very good reading to their classes set high standards for their pupils to emulate. By the end of Year 2 pupils read with understanding and expression and have good dictionary and research skills. They have extensive libraries at home and very definite opinions about their likes and dislikes. By the end of Year 6 pupils are comfortable with poetry and play scripts as well as a wide range of fiction and non-fiction books.
66. Most pupils in Year 2 write accurately using a neat, joined script and well punctuated sentences. They have a good vocabulary and an understanding of the function of words such as nouns and adjectives. Their spelling of common words is accurate and incorrect words demonstrate a good knowledge of how letters combine to make sounds. Their writing is at its best when they are free to write accounts or stories independently. There are occasions when pupils' tasks do not reflect their abilities and they are given low-level tasks such as completing worksheets and workbooks reinforcing letter blends that have already been mastered. Sometimes the limited space on the worksheets inhibits the pupils' writing. Throughout the juniors pupils are

exposed to an eclectic range of writing styles and a strength of the planning is the application of English throughout the curriculum and the use of other subjects to support English. For example, the teacher of pupils in Years 3 and 4 used a text about Odysseus and Polyphemus as a stimulus for pupils to describe characters such as a Minotaur and to change text from the third person to the first. The use of myths linked well with the history topic about ancient Rome and Celts. The teaching is very good throughout the school and the National Literacy Strategy is very effectively applied. Pupils follow up spelling, reading, punctuation and grammatical exercises for homework and have daily exercises in secretarial skills including handwriting. This very good teaching gives the pupils a very secure grounding in basic skills that forms the basis of their high quality creative writing. The subject makes an excellent contribution to the pupils' spiritual, moral, social and cultural development.

67. The resources for English are used well. ICT is used appropriately both for word processing and for educational programs to support reading and spelling. Support staff are deployed very effectively and provide high quality support. The excellent teamwork in the infant class, for example, enables every child or pupil to have appropriate support and teaching that is very well matched to the age and abilities of the pupils - no mean feat in a class with a three-year age range! The support for pupils with special educational needs is very effective within the classroom. The support by visiting special educational needs teachers is less effective as the work provided does not always match the pupils' needs closely enough. Careful, regular and accurate assessments help the teachers to track individual progress and to set pupils challenging targets. Informative marking, both during the lessons and in pupils' books, leave pupils in no doubt about how well they have done and how to improve their work.

## **MATHEMATICS**

68. Standards in mathematics have improved since the previous inspection and are above average at the end of Year 2 and well above average at the end of Year 6. This represents an improvement on the national test results at the end of Year 2 in 2002 because of better focused teaching, a lower proportion of pupils with special educational needs and increased challenge for more able pupils through more rigorous target setting. The decline in performance in the Year 2 tests has now been reversed because of further training and support by the new headteacher. Boys and girls are generally equally successful although there are variations from year to year because of the small number of pupils taking the tests. Pupils with statements of special educational need and others with learning difficulties make very good progress towards their sharply focused targets and achieve well, aided by highly effective support staff and incisive teaching. The teachers take good account of more able and gifted and talented pupils by providing additional work which is challenging and includes opportunities to solve complex problems involving several strategies.
69. The main reasons for improved standards are:
- Much improved teaching which extends pupils' thinking skills and application of mathematical knowledge to solving problems
  - A better balance between practical work and practice of mental arithmetic
  - Effective use of homework
  - Incisive target setting and marking which guides pupils on how to improve
70. By the end of Year 2, pupils have a good grasp of number skills and they use them well in solving problems. Their good understanding of English and a wide mathematical vocabulary contribute much to their understanding. Pupils make



suitable use of computers when working in mathematics, for example, in matching shapes, establishing number patterns and calculating quickly and accurately. They know about the properties of shapes, successfully combine three-dimensional shapes and measure accurately using standard measures to make models in design and technology. Pupils make well-structured graphs and charts to present their work, for example, in recording their favourite foods. However, there is an over-reliance on workbooks which tends to hamper opportunities for pupils to learn independently.

71. Throughout Years 3 to 6 the teachers successfully build on pupils' skills, knowledge and understanding and set challenging targets in all aspects of mathematics. The very good use of homework to reinforce knowledge of number and speed in calculating equip pupils well in solving complex problems using several number operations. Pupils have a good understanding of mathematical formulae for calculating area and capacity and use technical terms correctly to describe the properties of shape. They are precise in measurement and use these skills well when designing patterns. Pupils use ICT well to present data on spreadsheets and to create graphs.
72. Pupils respond excellently in mathematics lessons and are avid learners. They work hard and produce very good quantities of well-presented work. Pupils' excellent attitudes and their determination to succeed contribute very effectively to the standards achieved. Very good and sometimes excellent teaching inspires the pupils to do well. Strengths in the teaching include;
- Very good subject knowledge which is used well to move learning on at pace through well focused planning and high expectations
  - Sharply focused marking which guides the pupils on how to improve
  - Challenging tasks which are matched to the needs of all abilities
  - A strong emphasis on working at speed and with accuracy
  - Clear and well focused explanations; teachers support any pupil who is having difficulty through the use of apparatus
73. The introduction of a new scheme of work and guidance from the subject leader in using the National Numeracy Strategy has resulted in improved standards. The effective use of assessment to track pupils' performance and sharply focused targets contribute well to pupils' progress.

## **SCIENCE**

74. Standards in science in 2002 were average in national tests at the end of Year 6 and teacher assessments showed that pupils at the end of Year 2 attained standards that were below average. Inspection evidence points to much improved performance especially at the end of year 6 where pupils are on course to attain well above average standards. This is the result of the work of the new headteacher who has emphasised scientific methods and practical work and has provided very good opportunities for pupils to investigate and use scientific ideas. Standards at the end of Year 2 are likely to be average but more work remains to be done on setting challenging work for more able pupils, particularly in designing their own experiments and in recording their work effectively. Progress is now good in Year 2 in acquiring basic scientific knowledge and skills but satisfactory in using and applying science. Pupils in Years 3 to 6 make very good progress in all aspects of the subject because of often inspirational teaching. Pupils with special educational needs and those with statements are helped to achieve well through well-designed activities that take account of their language skills and basic knowledge. In Years 5 and 6 the more able and gifted and talented pupils are set demanding work requiring much thought and

careful explanation; the pupils rise to the challenge well. Girls have traditionally achieved better than boys but the new approach to teaching has resulted in increasing boys' confidence and competence in recording experiments and in selecting resources and methods for investigations. Inspection evidence found little variation in the skills, knowledge and understanding of boys and girls. The rate of pupils' progress and the quality of teaching of science have improved since the previous inspection.

75. The main reasons for pupils' success in science at the end of Year 6 are:
- Inspirational and challenging teaching which requires pupils to think about and accurately explain scientific processes
  - Strong emphasis on practical work
  - Challenging marking and rigorous target setting which inspires the pupils to do their best
76. By the end of Year 2, pupils have secure knowledge of scientific vocabulary, the basic elements of the science curriculum and a good understanding of life and living processes through their observational work and opportunities to grow and care for a variety of plants. They know about different materials and how they are used and that some materials can be changed by heating and cooling. They talk competently about magnets and other forces but lack confidence in explaining ideas.
77. By the end of Year 6, pupils clearly understand scientific processes and present the findings of their experiments with clarity. They learn much through practical work such as making polystyrene fish and floating them using weights to provide balance. They explain their experiments using very effective literacy skills and also make good use of mathematics to present findings in graphs and charts. Pupils research information and follow up work at home using the Internet to aid their understanding. Pupils are thorough and rigorous in ensuring that the results of experiments are rooted in scientific methods because the teachers expect much of them. They make satisfactory use of ICT to support their work in science.
78. Teaching and learning are very good overall although at their best in Years 3 to 6 because of the practical nature of teaching methods. Teaching in Years 1 and 2 is good in promoting scientific knowledge and satisfactory in providing pupils' with opportunities to use and apply their skills. In these year groups there is too much reliance on worksheets rather than practical work. There are several strengths in the teaching and learning.
- Teachers in Years 3 to 6 have very good subject knowledge which is used effectively to set challenging work
  - Planning throughout the school is good and covers all aspects of the curriculum as the school makes good use of national guidelines
  - Teachers manage behaviour excellently and encourage pupils to develop very positive attitudes to work
  - Marking, especially in Years 5 and 6, questions pupils' assumptions, is challenging and guides pupils on how they might improve
  - Pupils work very hard and produce good quantities of well written work which clearly explains what they have learned
79. The subject leader promotes high standards of work in Year 6 and the school's analysis of data and target setting have contributed much to raising expectations in science and in improved performance. This work needs to be extended in Year 2.

## **ART AND DESIGN and DESIGN AND TECHNOLOGY**

80. Pupils' skills, knowledge and understanding in art and design and design and technology are now above average by the end of Years 2 and 6. This good improvement since the previous inspection has been achieved because there is a well-structured curriculum, much wider opportunities for pupils to experiment with a range of media and improved teaching and resources. Boys and girls achieve equally well and progress for all pupils, including those with special educational needs, is good. Pupils with statements of special educational need are fully included in all lessons and have good opportunities to explore and investigate their creative ideas often supported by skilled assistants. The pupils make good use of their numeracy skills when developing pattern and studying symmetry and apply their skills in ICT when creating designs.
81. The main reasons for the pupils' success in the subjects are;
- A well-balanced curriculum which provides good opportunities for pupils to learn basic skills and apply them creatively
  - Good teaching which successfully guides pupils on how to improve their techniques and to build consistently on work done in previous years
  - Careful study of the work of famous artists and designers such as Henry Moore and William Morris
  - The successful use of literacy and numeracy skills to record work such as planning and labelling designs for moving models in design and technology
  - The teachers' enthusiasm for the subjects inspires the pupils to give of their best and to take risks in their work
82. Throughout the school pupils are very keen learners who apply themselves to producing work of good quality and to evaluating and refining their paintings and models. Pupils in Years 1 and 2 make good progress in using sketchbooks and develop skills such as using tone, line and form to create detailed drawings. Pupils use a good range of techniques such as tie-dyeing in their work with fabrics. They experiment with geometric shapes to improve their accuracy in line drawing and through drawing natural objects such as seed heads they produce vibrant pictures showing a good skills in perspective. These observational skills are transferred well to their work on constructing models of playground equipment using suitable toys. In an excellent link with geography and ICT the pupils create a video presentation of their neighbourhood and go on to design and make houses and other local buildings showing good techniques in planning, design and evaluation so that their models represent real life accurately. Throughout the school pupils make good progress in food technology and competently follow recipes. This work links well with healthy eating and changes to materials in science. Pupils make good use of the Internet in researching famous sculptors and younger pupils use a drawing program to create symmetrical patterns and pictures of insects.
83. In Years 3 to 6 the teachers build on these early experiences and set challenging tasks for the pupils which involve them in using a range of tools and equipment to make well-crafted moving vehicles combining a variety of materials. Pupils are tenacious and hard-working, measuring and cutting wood with precision and using a variety of methods to join and fasten their models so that they are robust. They have a good understanding of technical vocabulary and describe art and design processes very clearly. In Years 3 and 4 the pupils design model monsters and use a good range of skills; they make good use of hydraulics to make moving parts and add good detail when finishing their models. The teaching is good and lessons are planned well to

include a balance between the teaching and practise of skills and techniques with opportunities for the pupils to reflect on the work of famous artists and to create their own work in different styles. Older pupils explore feeling and emotions through studies of work such as *The Scream* by Munch and express their moods poetically and pictorially. The study of art and design contributes very well to pupils' spiritual, moral, social and cultural development.

84. The school makes suitable use of national guidelines for the subjects and this helps to ensure that skills, knowledge and understanding are developed consistently. The teachers monitor pupils' work and keep good records of progress. Teachers have good subject knowledge and encourage effective work through praise and reward. They also provide good opportunities for the pupils to evaluate each other's work and to make suggestions for improvement.

## **GEOGRAPHY and HISTORY**

85. Pupils make good progress in geography and have maintained the average standards reported at the time of the previous inspection. Pupils with special educational needs, including those with statements, make good progress and achieve well in relation to their own targets. They participate fully in lessons because the staff skilfully match the work to their needs. More able pupils respond enthusiastically to the subject and are particularly effective in researching information. Pupils make good use of literacy and numeracy skills; they write effective accounts and summarise information about countries, climates and environments using well-crafted writing and a variety of charts. They also understand how mathematical co-ordinates are used in mapping. Pupils have appropriate experience of using ICT to support their geographical research. The requirements of the National Curriculum are met.
86. By the end of Years 2 and 6, pupils achieve well in history because the teaching is stimulating and challenging. Standards are above average and have improved since the previous inspection. Pupils with special educational needs, including those with statements, achieve very well because the staff make sure that they are included by preparing them well for lessons and by providing opportunities for them to join in class discussions and debate. A real strength is the use of English skills within history to encourage empathy and reasoned argument, for example, pupils wrote with empathy about a Victorian street cleaner challenging a wealthier contemporary. This work enhanced pupils' spiritual, moral, social and cultural development and gave them an insight into poverty and social conditions today. Older pupils build on their knowledge of past events to make thought provoking and informed comments about world events, particularly relevant in the present political climate.
87. The use of visits and visitors as well as local field trips contribute much to pupils' understanding of the subjects. The rich curriculum which enables pupils to compare historical settlements such as Celtic villages and Roman towns with their own locality does much to promote an understanding of how the environment affects changes in society. A particular strength in Years 3 to 6 is the emphasis given to promoting mapping skills. This work builds successfully on the local studies in Years 1 and 2 when pupils have made a video diary of their homes and journeys. ICT is used appropriately and pupils use the Internet to support their learning.
88. The teaching was good in the one geography lesson observed during the inspection. Overall, the analysis of pupils' work shows that teaching is good. Younger pupils were encouraged to observe different styles of houses noted on their walk in the locality and to identify features that identify the age of the buildings. This was a very effective link with the history curriculum and extended further into art and design as pupils drew

the houses, and design and technology where pupils have made different types of modern houses including flats and bungalows. Very good relationships between the pupils and the adults in the class ensure that learning is effective. More able pupils are challenged orally and are set challenging tasks, such as distinguishing between 100 and 200 year-old houses and giving their reasons for their selection. This would have been even more effective if the pupils had been able to write freely rather than on a worksheet with limited space.

89. History teaching is very good. In a lesson for Years 3 and 4, for example, a very well read account of a family's visit to the Roman baths and the afternoon entertainment in the arena provided much discussion and food for thought and the pupils entered into the spirit of the story with enthusiasm, deciding, with the sign of the thumb, whether the loser of the contestant should live or die. Strong links with geography were established as some pupils were asked to plot the route to the baths. The younger pupils have made a video of houses in the locality and the very good use of this source, relevant to the pupils' experience, has established a good understanding of the features of modern and older houses. Resources are used very well and the teachers make full use of external sources, borrowing artefacts, visiting the locality and historical houses and inviting "historical" characters to visit school. The teachers' very good relationships with their pupils, the high expectations of their understanding and the pupils' obvious enjoyment of their lessons ensure that learning is rapid and effective.
90. The planning and the schemes of work have improved since the last inspection and the teachers make sure that the pupils develop a concept of geographical and historical sources and chronology as well as the more creative response to past events. The oldest pupils are well aware of the fact that today's news is tomorrow's history. They have written well-reasoned newspaper articles on the pros and cons of war with Iraq, leaving the readers to make up their own minds. This makes an excellent contribution to pupils' understanding of citizenship.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

91. Pupils' skills in ICT are average at the end of Years 2 and 6. Pupils make good progress in acquiring basic skills and have sufficient opportunities to use computers to enhance and support their work in other subjects. Standards at the end of Year 2 have been maintained since the last inspection but are not as high as those reported previously at the end of Year 6. Pupils with special educational needs, including those with statements, take a full part in the ICT curriculum and achieve well and some programs are designed particularly to meet their needs. Teaching assistants contribute much to the progress of pupils with special educational needs through providing additional support and working alongside the pupils.
92. Although no lessons in ICT were seen during the inspection it is clear from discussions with pupils and analysis of their work that the teaching is good. There are consistent opportunities for the pupils to learn new skills. Teachers take account of previous learning and the skills that pupils bring from home and there are opportunities for the pupils to apply their knowledge in other subjects through research and use of the Internet. The teachers keep good records of the pupils' progress and pupils are very much involved in assessing their own achievements. Pupils are enthusiastic users of computers and understand the potential for using ICT skills in many subjects and applications at home, school and in the wider world. Computers are used well to support the pupils' studies in English. The pupils use their editing skills well in writing newspaper accounts and poetry making effective use of

the computer's tools in formatting, changing fonts, creating headings and using bullet points to provide emphasis and to draw the readers' attention.

93. By the end of Year 2, pupils have a secure grasp of basic word processing skills and use a variety of programs competently to support their work in mathematics. These skills are extended well in Years 3 and 4 as pupils use sensors to record temperatures and then make graphs and charts of the results. Pupils have good skills in combining text and graphics to make multi-media presentations and they amend and refine their work well. The teachers have secure knowledge of the subject and its potential to enhance pupils' presentation. They encourage the use of the Internet for further research and many pupils complete extra work at home to find out more about their topics in history and geography. Pupils are also competent in sending and receiving electronic mail. Pupils in Year 2 understand how to control a programmable toy and this work is extended in Years 3 to 6 as pupils study various applications requiring clear instructions to create geometric shapes.
94. The school has a suitable range of resources to support the teaching and learning. The subject leader has a good understanding of the subject and has supported his colleagues well in providing a well-balanced curriculum. There is a useful portfolio of pupils' work and accurate records are kept and used by staff to set the next challenge for pupils.

## **MUSIC**

95. The school has made substantial improvement for music since the previous inspection and standards are much higher than reported previously. Standards at the end of Year 6 are well above average in all aspects of the music curriculum. Pupils with special educational needs, including those with statements, make very good progress and participate fully in all lessons, including instrumental tuition. This does much to enhance the pupils' self esteem and is high quality provision. More able and gifted and talented pupils have excellent opportunities to perform, and to refine and extend their musicianship. The contribution of music to pupils' spiritual, moral, social and cultural development is exceptional and pupils develop a love of all types of music from a wide range of cultural traditions. Their music making enhances their spiritual awareness and social skills. The pupils love music.
96. The teaching of music is often excellent, inspiring highly effective learning and performance. The headteacher sets very high standards and the pupils respond excellently becoming highly motivated and hard-working participants who show much pride in their achievements. Daily singing before lunch, for example, is a highly social occasion with the whole class performing skilfully, often in four part rounds with complex rhythms. The pupils have an awareness of their audience well beyond their years and include observers with smiles, gestures and eye contact. The headteacher has excellent subject knowledge and has introduced his pupils to the work of many composers. He transforms basic facts about composers and their music by emphasising that composition is incomplete without the response of the listener. Pupils' written work is factual, descriptive, thoughtful and very personal. In a lesson where pupils listen to the story of the sick Delius, his partnership with Fenby and the writing of his ultimate work the "Song of Summer" they were hushed and thoughtful as they listened to the music. Their written accounts were lyrical and moving as they, to quote their teacher, "plugged their souls into the music".
97. No music lessons were held in the infants during the inspection. Although it is not possible to make a judgement about overall standards, the quality of the singing in assemblies is good and pupils know a wide range of songs. The curriculum is

enriched by individual instrumental tuition for violins and keyboards as well as recorder lessons. Pupils in Class 3 organise their recorders and music very well and their accompaniments enhance the excellent keyboard improvisations by the headteacher. The pupils share their music with the community, performing to the senior citizens and in the church. Some pupils are preparing to perform at the Chesterfield music festival. There are strong links with other subjects, particularly English and religious education. The headteacher, who is multilingual, moves effortlessly into French, German, Spanish and Italian as he counts pupils in, much to the delight of the pupils. The curriculum extends well beyond that expected of primary school pupils.

## **PHYSICAL EDUCATION**

98. The school makes good provision for physical education and teachers' planning shows that all aspects of the subject are covered. Boys and girls achieve equally well. Pupils have good opportunities for extra-curricular activities and they contribute well to standards in sport. Pupils achieve very well in swimming and by the end of Year 6 almost all pupils exceed the expectations for their age by swimming at least 25 metres and having a good knowledge of water safety. The school makes good use of the village hall to enable pupils to take part in dance and gymnastics and pupils work hard at these disciplines. By the end of Years 2 and 6 pupils attain average standards. They make good progress in dance and this is particularly the case in Years 3 and 4 where pupils perform to a high standard blending expressive movements in harmony with Debussy's *La Mer*. Pupils with statements of special educational need made an exceptional contribution in this lesson in leading a group, creating explosive, swirling and flowing movements.
99. The teaching in lessons seen during the inspection varied between excellent and satisfactory and is good overall. There is excellent teaching of dance in Years 3 and 4 and this contributes much to the pupils' enjoyment and expertise in dance from a wide range of cultural traditions and does much to enhance the pupils' spiritual, moral, social and cultural development. Pupils show poise and grace in their movements and work hard to improve by practising and refining their skills and listening carefully to comments of the teachers and other pupils. In a very good dance lesson in Years 1 and 2 the pupils concentrated very hard and developed good skills in Indian dancing. The teacher's good knowledge of the meaning behind different movements enabled the pupils to appreciate how dance styles often reflect the culture of an area. The teaching of games in Years 5 and 6 was satisfactory and pupils made appropriate gains in developing a variety of skills linked to cricket. Pupils bowl, throw and catch competently and the more able have a secure understanding of tactics such as fielding in run-saving positions. However, the limited space available and lack of resources meant that at times pupils were standing still rather than being active participants. Throughout the school pupils have a good understanding of the importance of warming up and cooling down. They know that exercise is good for their bodies and that healthy eating also contributes to fitness.
100. Teachers assess the pupils' performance and keep good records of progress. They follow a variety of schemes to provide a good balance in activities and these are to be extended further through a residential visit for older pupils. The school successfully takes part in events with other schools and this contributes well to social development and an awareness of team spirit.

## **RELIGIOUS EDUCATION**

101. Pupils thoroughly enjoy religious education and show a deep understanding of complex issues and ideas. They exceed the expectations of the syllabus followed by most schools in Derbyshire because they are encouraged to respond to religious ideas and beliefs and to apply their thinking to their own way of life. Literacy skills are promoted very well in this subject. Pupils use their skills of debate and argument as well as narrative writing to produce thoughtful work showing empathy with the beliefs and values of others. They make appropriate use of computers to present their work and to research information from the Internet. Pupils with special educational needs, including those with statements, achieve well in religious education and participate fully in lessons because teachers match work to their needs and value their contributions. More able pupils also contribute much because they are given the leeway to extend their ideas. Music of many types and styles is used very effectively and sensitively to stimulate pupils' understanding of spirituality. The subject contributes very much to pupils' spiritual, moral, social and cultural development and pupils are taught to value the diverse cultures, beliefs and languages present in Britain today.
102. Pupils' work throughout the school shows that teaching is very good as it is demanding and motivates pupils to explore ideas in depth. Pupils write with accuracy and feeling and their work is presented very well. The teachers have a secure knowledge of the subject and make good use of resources such as holy books and religious signs and symbols to bring the subject to life. The very strong links with the local Anglican church help pupils to feel secure in their own faith while the sensitive teaching ensures that they identify and celebrate the similarities between Christianity and the other world faiths. In the very good lessons the teachers combine facts, in one case the Easter story, in the other the artefacts relating to Islam, with pupils' response to their learning. Relationships between the teachers and their pupils and between pupils are excellent and everyone is confident when expressing their thoughts. Resources are used well. Younger juniors responded very well to the use of the wooded area while enacting the scene in the Garden of Gethsemane. Older pupils treated the Islamic artefacts they were looking at with interest and respect and were quick to ensure that their teacher had washed his hands before touching the Qur'an.