

INSPECTION REPORT

**NETHERSEAL ST PETER'S CHURCH OF
ENGLAND (CONTROLLED) PRIMARY SCHOOL**

Swadlincote

LEA area: Derbyshire

Unique reference number: 112844

Acting Headteacher: Mrs C Braund

Reporting inspector: Mr C Smith
25211

Dates of inspection: 9th – 11th June 2003

Inspection number: 247280

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 5 to 11 years

Gender of pupils: Mixed

School address: Netherseal
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Derbyshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R Brunt

Date of previous inspection: July 2001

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25211	Colin Smith	Registered inspector	Mathematics Science Design and technology Educational inclusion	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key issues for action
9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
23887	Peter Nettleship	Team inspector	English Religious education Art and design Special educational needs	Quality and range of opportunities for learning
17685	Linda Spooner	Team inspector	The Foundation Stage Information and communication technology Geography History	Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England (Controlled) Primary School is situated in the village of Netherseal, on the Derbyshire/Leicestershire border, and takes children from private housing, a council estate nearby and outlying villages. There are 50 children attending, of whom 21 are boys and 29 girls. All of the children are white and English speaking. Very few children (1 per cent) take up their entitlement to a free school meal. Seven children have special educational needs related to learning difficulties, which is slightly below average, and none have statements. Reception and Years 1 and 2 children are taught together in one class. Year 3 children are taught in another and Year 4, 5 and 6 children are also taught together. Over recent years the number of pupils has fallen but numbers are beginning to increase again. A number of temporary teachers have taught Year 3 but a supply teacher has been appointed to take the class for the current term. Children enter school with broadly average levels of attainment for their age.

HOW GOOD THE SCHOOL IS

The appointment of the temporary headteacher and the upper junior teacher two years ago has brought about a significant improvement in standards. The school provides a good standard of education for its pupils. Effective teaching enables pupils to achieve well. Pupils have very good attitudes to learning and their behaviour and personal development are very good. Standards are rising and are higher than they were in the 2002 national tests. Pupils are now attaining above average standards in English, mathematics and science.

What the school does well

- Pupils achieve well in English, mathematics, science and information and communication technology (ICT) to reach standards higher than expected;
- Good teaching enables most pupils to learn successfully;
- A rich curriculum is provided, which caters well for pupils' academic and personal development;
- Good leadership and management are raising standards and driving the school forward.

What could be improved

- The level of challenge in the tasks provided in religious education, geography and history needs to be higher to move the learning of the more able pupils forward;
- Not enough teaching time is given to writing, religious education and design and technology, which prevents standards from being higher in these subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The good improvements noted at the time of the last inspection, in July 2001, have continued and gathered pace. Despite changes in staff, effective teamwork has been established and expectations of what pupils can achieve have risen. The good improvements in teaching stem from much more rigorous assessment of pupils' learning, and the way the information is then used to plan work that takes account of pupils' different learning needs. Pupils' progress is now carefully tracked, challenging targets are set and additional support is provided promptly when any slowing of progress is detected. The school has responded well to previous inspection issues by continuing to raise standards, support new teachers and involve governors in planning future developments. The drive to improve is evident in the way that staff and governors critically examine the work of the school. These factors place the school in a strong position to move forward.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	2000	2001	2002	2002	
English	E	E	E	E*	well above average A above average B
Mathematics	E	E*	C	E	average C below average D
Science	D	E	C	D	well below average E

Small pupil numbers make results unreliable. A clearer impression of standards emerges from results over successive years. Results in mathematics and science rose sharply in 2002 to reach average levels, although results in English remained well below average. The results were much lower than in similar schools. However, this comparison is misleading because of the low take up of free school meals. The 2003 tests have just been completed. The results are approximately 20 per cent higher than last year in all three subjects for both seven and 11-year-old pupils. Although these assessments have not yet been compared to national results and trends, the school's improvement is significant. Pupils are now achieving well. By the age of seven, standards in reading and mathematics are above average and standards in writing have shot up to well above average levels. Current standards by the age of 11 are above average in English and science and well above average in mathematics. The school's challenging targets are being reached.

Children usually begin school with attainment that is typical for their age. However, with very small cohorts of children this can vary. This year, for example, children's attainment, although wide ranging, is lower than expected. The children have made good progress and reached the levels expected by the end of their reception year in all areas of learning. They have made particularly good progress in their personal and social development.

Pupils' achievements in other subjects are satisfactory and good in ICT, where standards are higher than expected across the school. Infant pupils achieve well in religious education and make satisfactory progress in the other subjects. Junior pupils achieve steadily to reach the standards expected by the age of 11 in religious education, art and design, design and technology, music, history, geography and most aspects of physical education. There are strong elements in music, such as singing and learning to play instruments. The teaching week is shorter than in many schools. Consequently, pupils have less time to practise and improve their writing, design and technology and religious education, despite some good teaching. Pupils with special educational needs are well catered for and make good progress. More able pupils achieve well to fulfil their potential in mathematics, science, ICT and in most aspects of English, but there is scope to improve their progress in religious education, history and geography, particularly in the junior classes. The progress made by pupils in Year 3 has been erratic over the year. After a promising start earlier in the year, their learning drifted as a succession of supply teachers filled the gap created by staff leaving. Although their learning is more settled now, they still have some catching up to do.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are eager to learn and they work hard.

Behaviour, in and out of classrooms	Very good; pupils are caring and considerate of others and do as they are asked without hesitation.
Personal development and relationships	Very good; pupils learn and play together harmoniously. They make the most of the good opportunities to work independently.
Attendance	Well above average; pupils enjoy school and arrive on time.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Good

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

Teaching is good and often very good in the infant and the upper junior classes. Reception children benefit from strong teaching of language and number skills and good opportunities to explore and find out for themselves. These experiences equip them with the power to reason, communicate and learn, even when adults are not directly by their side. Pupils are well managed in all classes, which helps them to concentrate, work hard and give of their best. Infant and junior pupils learn the key skills of reading, writing and mathematics successfully. This is partly because literacy and numeracy are taught well but also because pupils refine their skills by using them to find information and solve problems in other subjects. In English and mathematics, pupils' different learning needs are well catered for. This is because their learning is very well assessed and the information is used purposefully to plan the next stage. In particular, the work provided for pupils with special educational needs is carefully adapted to enable them to meet their learning targets. In some subjects, such as religious education, history and geography, the work provided for the more able pupils is not significantly different from that given to the rest of the class. This sometimes restricts their learning and is an area requiring improvement. Teaching in Year 3 is now more settled than it has been for the past year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; an interesting and well-planned range of activities is provided during and after school hours, despite the below average teaching time.
Provision for pupils with special educational needs	Good; their needs are well understood and provided for and they benefit from good quality learning support.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision is very good for pupils' moral, social and cultural development and good for their spiritual development. Pupils are helped to understand themselves and others, guided to make fair decisions and to understand and respect their own and other cultures. Racial harmony is promoted well.
How well the school cares for its pupils	Good; pupils' welfare is paramount and their learning and personal needs are carefully noted and supported.

The good partnership between home and school strengthens pupils' achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; The acting headteacher's vision and energy has taken the school forward and strong teamwork is evident in the school's work. Forward planning is effective because it is firmly based on an honest evaluation of teaching, learning and standards.
How well the governors fulfil their responsibilities	Good; apart from some omissions in reporting to parents, the work of the governors is highly effective and they have become a driving force.
The school's evaluation of its performance	Very good; observations made of teaching and assessments made of pupils' learning are very carefully analysed to ensure that the correct action is promptly taken to raise standards.
The strategic use of resources	Good; financial planning is founded on clearly identified priorities and full account is taken of parents' and pupils' perceptions and of how the school compares with others, to ensure that the best value is provided.

Staffing and resource levels are good. However, the accommodation is unsatisfactory. The absence of a school hall, equipped with apparatus, hampers pupils' progress in physical education and upper junior pupils are often disturbed because their classroom is a thoroughfare.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, are well behaved, act responsibly and make good progress; • Parents find the staff helpful and are pleased with information about their children's progress; • Parents appreciate the leadership of the school and the good teaching; • Parents appreciate the range of extra curricular activities and the amount of homework provided. 	

Parents' views of the school are very positive and many parents recognise that the school is improving. The inspection team endorses parents' positive views and believes that their growing confidence in the school is fully justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in the core subjects of English, mathematics and science were improving, although they were still too low by the time pupils reached the age of 11. Nevertheless, pupils lower down the school were judged to be achieving well. Improvements have continued but at a quicker pace, particularly over the last year. Good teaching and very effective assessment of pupils' learning has raised standards beyond the levels indicated in the 2002 tests. The tests completed in 2003 for seven and 11-year-olds, although not yet moderated in the light of the national improvements, show a 20 per cent improvement in pupils' performance in each of the core subjects. Inspection findings confirm pupils' increasing achievement and the improved standards. Seven year-olds are now achieving above average standards in reading, mathematics and science and well above average in writing. Eleven-year-olds are also achieving above average standards in English and science and well above average in mathematics.
2. Standards vary considerably from year to year because of the very small cohorts of children passing through school. An analysis of the school's assessments of children entering shows that over the past five years children have started school with attainment broadly typical for their age for most of those years. Children achieve well in the reception class. They make considerable gains in learning, particularly in reading, writing and handling numbers. They quickly become self-sufficient in exploring and learning for themselves. This year, despite entering school with below average starting points, the children have made good progress and reached the levels expected in all areas of learning.
3. A very sophisticated system for assessing pupils learning in English and mathematics has been introduced. Pupils' learning of reading, writing and mathematics is measured each half term. The results are fed into a computer program, which illustrates how well they are learning. Teachers use the information well to set work at exactly the right levels for different pupils and to set challenging but realistic targets for individuals and whole groups. Effective catch-up programmes are provided for individual pupils, where necessary. These factors strongly influence pupils' achievements.
4. Pupils achieve well in English. They reach good levels of speaking and listening, which is reflected in the clarity with which they answer questions and the confidence they show in expressing their ideas. Infant pupils acquire effective strategies for working out unfamiliar words and become fluent readers. The strong achievement continues in junior classes, where pupils read in depth and develop good comprehension skills. Infant pupils' writing skills are rising rapidly in response to the teacher's high expectations of their ability to write about their experiences and feelings. Junior pupils know how to redraft and improve their work. Their handwriting, spelling and use of punctuation are generally good. However, they do not have enough opportunities to write extensively, thereby improving the style and content of their work further.
5. Standards in mathematics are higher than in any other subject and pupils achieve very well in Years 4, 5 and 6. Infant pupils also achieve well and develop a good understanding of numbers and processes, as a foundation for later work. Upper

junior pupils make rapid strides in learning. This is largely because they have a good understanding of operations, such as multiplying and dividing, and they appreciate the relationships between them. For example, they know how to check a calculation by using a different method. Throughout the school, pupils are encouraged to apply their skills in solving mathematical problems. As a result, they develop a feel for the subject and respond positively to the challenge.

6. Most pupils achieve well in science. However, the more able pupils in Years 2 and 3 make satisfactory rather than good progress because the tasks provided by teachers are not always sufficiently challenging. That said, infant pupils soon become proficient in observing and recording their findings. Junior pupils become competent in planning and carrying out their own scientific experiments. Pupils benefit from the practical approaches and come to understand the finer points, such as ensuring that their tests are fair and learning to be fastidious in observing, measuring and recording their findings. These first hand experiences enable pupils to gain a broad knowledge and a good understanding of living things, materials and forces.
7. Infant pupils achieve well in religious education. They are encouraged to apply religious ideals to their own lives and feelings, which enables them to reach good standards by the age of seven. Junior pupils make satisfactory progress in this subject. They have good knowledge of Christianity but this is not matched by a clear understanding of other faiths. This is partly because of the shortage of teaching time. Pupils throughout the school achieve well in all areas of ICT and reach above average standards by the ages of 7 and 11. They use and refine their literacy, numeracy and ICT skills well in the learning of other subjects.
8. Pupils achieve at least steadily in all other subjects to reach the standards expected at seven and 11. Standards in design and technology and physical education are not higher than expected, despite some good teaching. Other factors, such as a lack of equipment or shortage of time, limit the progress that pupils make. Although many pupils achieve well in history and geography, the more able pupils are not as well provided for. This is also true in religious education. There is an issue for the school to raise the level of challenge for these pupils, in these subjects.
9. Pupils have not made as much progress in Year 3 as in the infant or the upper junior classes. This is largely attributable to several changes of teacher throughout the year. As a result, these pupils have some catching up to do. Pupils with special educational needs make good progress. Their learning needs are well understood and they receive effective levels of support from teachers and classroom assistants. More able, gifted and talented pupils achieve well in reading, mathematics, ICT and science. However, there is scope to improve their learning in some of the other subjects, particularly in the junior classes. There is a little difference in the performance of boys and girls.

Pupils' attitudes, values and personal development

10. The school lives up to its mission statement of 'Valuing childhood – preparing for life' because relationships throughout the school are very good and pupils grow and flourish within the harmonious community that makes up Netherseal St Peter's School. Pupils' attitudes to learning and their behaviour and personal development have improved considerably since the school was last inspected. Attendance at the school is very good and well above the national average. Pupils arrive punctually and greet teachers and friends with a smile.

11. Pupils are enthusiastic about school and interested in the activities provided. This was particularly evident in the way reception children became engrossed in baking bread. Most pupils persevere even when tasks seem difficult and are mature in their understanding of learning through making mistakes. Pupils of all ages work and play together harmoniously. Teachers and other adults show a sincere respect for all pupils, which encourages them to be involved in all that the school provides.
12. Pupils behave very well and their good behaviour contributes well to learning because teachers do not have to waste a second in getting pupils to listen and settle to their work. Year 1 and 2 pupils, for example, behaved very well in a science lesson, moving smoothly from one activity to another without any fuss. Behaviour around the school is very good and there is no evidence of harassment or inappropriate behaviour. Pupils have written their own behaviour code. This encourages them to act responsibly; for example, by looking after others at playtime. Most pupils are able to live up to the school's high expectations of behaviour as seen in the lack of exclusions.
13. Pupils' personal development is very good. From their early days in school, they learn to take turns, work collaboratively and take responsibility for their actions. They respond well to opportunities to carry out duties within the school, for example as members of the ECO Council. They feel their initiatives, such as improving break-time facilities, have had an impact on the school environment. The very good personal and social development programme is helping pupils to become mature and responsible citizens. This was evident in the way that Year 6 pupils discussed their thoughts and feelings about their transfer to secondary school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching has continued to improve. At the time of the last inspection teaching was satisfactory. It is now good.
15. Effective teamwork between the class teacher and the nursery assistant is a key factor in children's successful learning from reception. Reading and number skills are very well taught, often through games to make learning fun. For example, children's understanding of the words in a poem about jungle animals significantly improved by asking them to act out the role of the animals in the playground. The success of children's learning is carefully noted. Teachers question them and observe their responses to activities to ensure that they are learning. This was evident in a counting activity, where inaccuracies were quickly spotted and remedied by asking the children to touch each teddy as they counted. A good range of purposeful 'learning through play experiences' are provided for children to explore on their own, although a careful watch is kept on them from a distance. These activities often lead to reinforcing children's reading and counting skills but through them, they learn to work independently.
16. Most of the teaching in the infant class and upper junior class is good and a fair proportion is very good. This is largely why pupils make good progress. Two very influential factors in pupils' successful learning are the good relationships and teachers' high expectations for pupils' learning. Classrooms are quiet, purposeful and busy places where pupils concentrate well and enjoy their learning. When teachers want to talk to the whole class, pupils stop what they are doing, without fuss, and listen attentively. On the many occasions when pupils take part in class discussions with their 'talking partner', a busy hum permeates the room but never

reaches a noise distraction level. Pupils are not afraid to make mistakes and in fact see this as part of learning. Lessons begin promptly and pupils' learning usually moves on at a quick pace. The setting of time targets is well established in the infant and upper junior classes. This injects a sense of urgency into lessons and pupils get through a fair of volume of work. Much work has been completed over the year and most of it is accurate and well presented.

17. Teachers have good expertise in English, mathematics and science and understand how pupils learn. Visiting teachers and tutors of ICT and music add to the school's good knowledge base. Meaningful 'first-hand' learning experiences are provided, which make an impression on pupils and stimulate their curiosity. In a religious education lesson, for example, infant pupils watched the baptism of a baby in church. Teachers took photographs and brought back a baptism candle to help pupils to re-enact the event back in school. These experiences proved highly effective in teaching young children about Christian values. The teaching of the skills of reading, writing and mathematics is good. In reading, infant pupils are soon able to blend letters to read unfamiliar words. Reading is frequently practised at home and is used extensively in learning other subjects. Consequently, pupils' skills of comprehension develop well. Significant improvements in the teaching of writing have led to higher standards. They are taught well how to plan and organise their stories and accounts. Careful attention is given to handwriting, spelling and punctuation, often when pupils are reviewing and improving their work. Pupils are taught to look for patterns and relationships between numbers to help them to calculate accurately and quickly. For example, to add nine and eight, infant pupils can double the 8 and add 1 or round up the 9 to 10 and then adjust, to find the answer.
18. Over the last year, the assessment of pupils' learning has improved immensely. Pupils are tested regularly and their work is marked carefully. The information is used well to set goals for pupils to aim for and to group them according to their learning needs in English and mathematics. In these subjects, and often in science and ICT, teachers' plans show a determined effort to match the work provided closely to pupils' different learning needs. This has distinct advantages for the more able and gifted pupils, who are encouraged to tackle more demanding work and further their learning. In an upper junior mathematics lesson, for example, pupils were learning to recognise number patterns and then continue them. In the same lesson, the more able pupils fulfilled the teachers' belief that they were capable of devising a formula to test out their theories. Pupils who find learning difficult, including those with special educational needs, receive good levels of support, from class teachers, visiting teachers and classroom assistants. All members of staff fully understand the pupils' difficulties and how these might be overcome. For example, in an English lesson, when pupils were faced with an arduous task of composing a letter, the teacher worked exclusively with a small group. Together, they practised sentences on whiteboards, changed the words around, checked and improved the spelling and punctuation and read their work back to the class very successfully at the end of the lesson.
19. There is scope to improve pupils' learning in history, geography and religious education. Although standards in these subjects are satisfactory, the learning of the more able pupils is not extended enough. There are opportunities for pupils to find out for themselves and there are examples of pupils downloading information from the Internet to answer their own research questions. These opportunities help the more able pupils to make progress. However, in these subjects, pupils' work in their books shows that the tasks provided are generally at the same level for the whole

class, irrespective of pupils' different learning needs. Even where there are extended learning opportunities, more able pupils have to spend too long undertaking activities, which they can do quite easily, without making a real mental effort. This is an issue to improve.

20. The teaching in Year 3 is beginning to improve, after a fragmented year. However more could be done to increase the pace of pupils' learning and raise the challenge in the level of work provided. Fortunately, pupils' learning in this class is assessed and recorded as it is in other parts of the school. The same rigorous analysis of their learning applies. There have been times, during the year, when assessments have pointed to some slowing of progress. This has been recognised by senior staff and extra teaching has been provided, particularly with regard to pupils' skills of reading, writing and mathematics. This action has sustained these pupils through a difficult period and ensured that their progress has been satisfactory. The weaknesses in Year 3 are gradually being remedied, therefore it is not an issue to improve but a factor for the school to keep an eye on.

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

21. The quality and range of learning opportunities are now good in both the infant and junior classes. This represents a marked improvement on the findings of the last report. The provision for pupils to acquire essential reading and writing skills underpins their later learning in other subjects. Pupils also benefit from the solid grounding of numeracy skills, which enables them to face challenges of solving mathematical problems. Despite the many good curriculum features, the length of the teaching week is one hour short of the minimum recommended time for junior age pupils. This squeezes the time available for junior pupils to practise and improve their skills, particularly in religious education, design and technology and in writing extended accounts and stories. Although standards in these subjects are at least satisfactory, with more time they could be higher.
22. Pupils with special educational needs are well catered for. Very clear individual learning plans are provided with clear targets to aim for. Additional learning support in lessons and at home enables these pupils to gain confidence and make good progress. The specific needs of gifted and talented pupils are identified and opportunities are provided for them to fulfil their potential, particularly in mathematics and music.
23. Pupils benefit from a carefully planned programme of personal, social and health education. These areas are interwoven well with learning about citizenship. As a result, pupils gain 'life skills' and good habits that form the basis of their future development. For example, pupils acquire a good understanding of safe and healthy living.
24. The good range of extra-curricular activities in arts and sport encourages pupils to practise and improve their skills and develop interests. They also participate in leisure activities such as gardening, French and cookery. Pupils and parents appreciate the expertise provided by the staff in running these clubs. Pupils also have opportunities to experience a residential visit, including outdoor pursuits, which can impact strongly on their personal development.
25. There are good links with other local primary schools that broaden the horizons of both the pupils and the teachers. They enrich the learning opportunities for pupils in

physical education, music and ICT. They also offer extra support for teachers in literacy and religious education. For example, a new religious education syllabus for Derbyshire is being introduced shortly and the preparatory work for this has been shared between the subject leaders in the local cluster. This arrangement both exploits expertise and lightens teachers' workload.

26. The provision for pupils' spiritual development is good because they are encouraged to reflect on the world around them and to celebrate the achievements of others in lessons and assemblies. For example, during an act of corporate worship led by the Vicar, pupils shared ideas on what makes a hero. There are good opportunities to discuss emotions, thoughts and feelings in personal and social education as well as in other subjects. For example Year 6 pupils reflected on what it means to have no friends. Displays of pupils' work show that staff are constantly trying to raise pupils' self-esteem and encourage them to take a pride in completing projects.
27. The provision for moral development is very good. The school is effective in teaching pupils the principles that distinguish right from wrong, which was evident in the way a playground 'Buddy' helped two younger pupils to resolve a minor playground conflict. The school fulfils its aim of encouraging children to live by their own moral code. Teachers' high expectations of behaviour promote a calm, friendly atmosphere.
28. The school provides very well for pupils' social development. Pupils respect and value each other. Teachers provide very good opportunities in lessons for pupils to work co-operatively. For example, in an upper junior literacy lesson, pupils shared ideas well when investigating letters written to an 'agony aunt'. As a result, they made good progress in selecting words and phrases to make a particular point and also in understanding the kind of problems that people face. The ECO Council is successful in giving pupils a 'voice' in the school. Pupils have a social conscience and collect for charities at home and abroad.
29. The provision for pupils' cultural development is very good. The exchange visits with a school whose pupils are from a wide range of cultures is having mutual benefits in understanding the feelings, values and beliefs of others. The local culture is strong and the school ensures that pupils participate in village festivals, fetes and religious celebrations in church. Pupils are learning to be young business entrepreneurs by growing and selling plants. The very good opportunities prepare pupils well in becoming mature and responsible citizens.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school is a caring community in which to learn. The way in which pupils' progress is checked and supported has improved since the last inspection. All staff have a clear commitment to the welfare of pupils and have very good relationships with the pupils they teach. Pupils' well being is assured through clear health and safety procedures. Teachers have an in-depth knowledge of pupils in their care. They oversee their personal development well, which is reflected in the perceptive comments written on the progress reports to parents. There are good procedures for child protection. The co-ordinator shares her expertise with staff during training days, making them aware of the procedures to follow if they have concerns. Pupils with special educational needs are well supported and encouraged to take part in all activities. Sex and drugs education is sensitively provided for and equips the children successfully with the skills and knowledge to make decisions about their lives.

31. The very good procedures for ensuring good behaviour and attendance are reflected in very few school absences and pupils' orderly and polite behaviour. Pupils and most parents are confident that bullying in the school is not a problem and that any incidents of unkind behaviour are dealt with swiftly and effectively. The school aims to make playtimes happy and there is a range of activities to help them do so. Pupils talk proudly of their 'quiet' and 'noisy' boxes, which offer a choice of activities and there is a peaceful area in the playground for quiet contemplation.
32. Procedures for assessing pupils' attainment and progress are good. During the last year, they have much improved and have been the key to raising standards, especially in literacy and numeracy. Pupils' learning in English and mathematics is assessed frequently, through annual tests, observations made of their work in lessons and through careful marking of their work. The information gathered is used effectively to identify and plug any general weaknesses. Standards in writing have risen sharply as a result of such analysis. The information is also used to check how well they are progressing. Any slowing of progress is quickly seized upon and additional teaching sessions are provided to put the pupil back on track. Pupils are made fully aware of the process by sharing with them the targets set to help them to improve. Assessments made of the learning of pupils with special educational needs as well as those who are gifted and talented are also instrumental in their future progress.
33. Pupils' progress in other subjects is also assessed but understandably not in such depth. What pupils know, understand and can do in science and ICT, for example, is compared against markers of what they should be capable of, according to their age. For the most part, this suffices but some weaknesses escape the net. For example, teachers are not as well informed about pupils' learning in religious education, history and geography as they are in English, mathematics and science. Consequently, when lessons are planned not enough account is taken of the starting points of the more able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

34. Parents' confidence in the school has grown over the last two years. Comments from parents at the meeting prior to the inspection and through the responses to the questionnaire show that there is good support for the school.
35. Parents receive regular and useful information, which helps them to understand what their children are expected to learn and how they can help them. The school prospectus is attractive and written in everyday language although it does not contain information about pupils' absences. Parents are kept well informed on how successfully their children are learning through the two parents' evenings and the children's targets for improvement, which parents receive and discuss. Parents confirm that this helps them to offer support to their children. The reports sent out to parents each summer are of good quality. They show what pupils have achieved in subjects and also what they need to do to improve.
36. Parental involvement in the work of the school is good. Six parents help with reading or small group activities and others support the range of extra curricular activities. Five parents have been trained in using a reading and writing programme and their expertise is valued. Parents of pupils with special educational needs confirm that they are fully involved in review meetings and in the setting of targets in their children's individual education plans. Governors listen to the views of parents, which they seek through a questionnaire, and many of their ideas are acted upon.

37. Parental involvement in reading and homework continues to be an area for the school to develop. Whilst support at home for reading is good and parents use the reading diaries to good effect, they need more guidance with strategies to use to help their children. With this in mind, workshops are planned for the autumn term. Parents attend concerts and church and social events in large numbers and are very comfortable to approach the school to ask for help or express a concern.

HOW WELL IS THE SCHOOL LED AND MANAGED?

38. The improving quality of leadership and management over the last few years has been built on well and the acting headteacher has achieved a great deal in a short time. Her strong leadership, clear vision for the school and effective management skills are having a very positive effect on the quality of education the school now provides. Consequently, standards are rising, particularly so this year. The quality of teaching and the curriculum have improved. The issues identified for improvement at the time of the last inspection have been effectively and efficiently acted upon. Teamwork amongst staff and governors and the strong desire to succeed is driving the school forward.
39. The school rigorously reviews its performance each half-term and takes immediate action when any weaknesses are detected. The acting headteacher recognises and celebrates success but at the same time she encourages members of staff to look critically at their work. The management of the performance of teachers is thorough and rigorous and linked to individual and whole school improvements. The headteacher and staff, use their release time effectively to improve standards through the systematic and shared checking of teaching and learning. There has been discontinuity in Year 3 following the unexpected departure of a member of staff. In the intervening period, the class was taught by a number of teachers and pupils' progress suffered. However, the acting headteacher has tried her best to support the pupils, teaching the class herself on some occasions.
40. A considerable burden is placed on the only two permanent teachers in ensuring that all subjects are taught to a good standard. However, they form a very effective partnership and operate an effective system of reviewing different subjects in turn. English and mathematics have received the lion's share of attention and it is in these subjects where the greatest improvements have been made. The key subjects of English, mathematics, science and ICT are well led and managed but other subjects are not neglected. In order to check standards in the main subjects, pupils' assessment results are thoroughly analysed to detect any weaker areas. The information is shared and the gaps are firmly plugged. Good use has been made of the support given by the local education authority in checking and raising the quality of teaching. The co-ordinator for special educational needs leads and manages this aspect of the school's work well. She provides advice and support for teachers and parents in reviewing pupils' individual plans so that learning targets are specific and closely linked to the pupils' learning needs.
41. Through active and focused evaluation of the school's work, governors are very well informed about its strengths, areas for development and the challenges the school faces. Strategic planning has improved considerably since the previous inspection and is now very good. The school improvement plan is now a very useful tool for guiding the school's future direction. The targets for raising academic standards are precise and manageable. The overall priorities for development and how they will be implemented and evaluated are very clear and appropriate. However, cost

implications of achieving the school's targets are not crystal clear and governors cannot be entirely sure that all of the intended improvements are affordable. The annual governors' report fails to keep parents informed of improvements since the last inspection, admission procedures, access for the disabled and the targets set for the national tests. These matters are currently receiving attention. The weekly teaching time available for junior classes is lower than the recommended 23.5 hours. This squeezes the time available for subjects such as religious education and design and technology and restricts the opportunities pupils have to extend and improve their writing.

42. Financial control is good and all areas of spending are fully accounted for. The headteacher and governors are concerned to secure the best possible value in the school's work. For example, they are well aware of how the school's performance compares with others and consult staff, pupils, parents and the local education authority before decisions are made. The school has a strong commitment to provide equal access and opportunities for all pupils and the school's budget has been effectively allocated to employ additional staff to provide support for pupils with special educational needs. A small amount of release time for teachers is planned for. This is very effective in helping teachers to improve their practice through being given opportunities to observe other teachers and to have their own teaching observed and evaluated.
43. Staffing and resources are good, expertise is shared and pupils are well supported. Resources for the foundation stage, mathematics, science, ICT, and design technology are plentiful and well organised. The accommodation, although much improved by an additional classroom, remains unsatisfactory. Space is very limited. One classroom is a thoroughfare because it is the main access to the other rooms and lessons are frequently interrupted. The school does not have a hall or school field, which limits the scope for physical education. The school makes very good use of its ICT facilities in the classrooms and to support administration.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. The staff and governors should now:

(a) Improve the progress made by the more able pupils in religious education, geography and history by:

- setting specific tasks to extend their learning;
- encouraging them to use their good reading and writing skills to research their own ideas and share their findings with the class;
- subject leaders checking their progress.

(paragraphs 8, 19, 33, 75 and 90)

(b) Raise pupils' achievements further in writing, religious education and design and technology by ensuring that sufficient time is made available for all elements of these subjects to be taught and practised.

(paragraphs 7, 8, 21, 41, 61, 74 and 90)

When drawing up their action plan governors may wish to include the following minor issues:

- Ensure that the Governors' Annual Report to parents meets the statutory requirements. (paragraph 41)
- Check on and support the progress made by pupils in Year 3. (paragraphs 9, 20, 39, 66 and 70)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	10	8	0	0	0
Percentage	0	22	43	35	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 approximately five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		50
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		7

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	5	10

Where there are 10 or fewer pupils in a year group, statistical data is not reliable and it is, therefore, not included.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	54 (55)	62 (27)	92 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	38 (27)	62 (36)	85 (55)
	National	73 (72)	74 (74)	82 (82)

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

Results are published only when there are more than 10 pupils who took the National Curriculum tests. In the 2001/2 Year 6 group there were fewer than 10 boys or girls, but more than 10 pupils in total

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background

No of pupils on roll
50
0
0
0
0
0
0
0
0
0
0
0
0
0
0

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

Chinese
Any other ethnic group
No ethnic group recorded

0
0
0

0	0
0	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	17
Average class size	17

Education support staff: YR – Y6

Total number of education support staff	1.0
Total aggregate hours worked per week	32

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	215,372
Total expenditure	205,076
Expenditure per pupil	3,798
Balance brought forward from previous year	1,158
Balance carried forward to next year	11,454

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	50
Number of questionnaires returned	13

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	85	15	0	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	62	30	8	0	0
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	62	38	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	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.	46	54	0	0	0
The school is well led and managed.	69	23	8	0	0
The school is helping my child become mature and responsible.	69	31	0	0	0
The school provides an interesting range of activities outside lessons.	85	15	0	0	0

Percentages are rounded to the nearest integer and may not total 100.

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

45. Reception children are taught alongside Year 1 and 2 pupils. The provision for the foundation stage of their learning is good and has improved considerably over recent years. Children's attainment when they enter school fluctuates from year to year because of the small numbers of children in each year group. More often than not their attainment is typical for their age. However, there are only four children this year. Although none of the children present have special educational needs, their collective attainment on entering school was below the levels expected, even though a range of abilities was represented. Children achieve well during their time in reception in all areas of learning and achieve very well in personal, social and emotional development.
46. The quality of teaching has improved since the last inspection and is now good. The good features include teamwork and staff expertise, which ensures that the activities provided are matched carefully to children's learning needs. The teaching of reading, writing and number skills is very good and this leads to good achievement in all areas of learning. Children are managed skilfully and relationships are very good. As a result, children are enthusiastic learners and behave very well. Interesting teaching methods and stimulating learning activities capture children's imagination so that they want to learn. Children's learning is carefully assessed, providing an up-to-date and accurate picture of how well each child is doing. The information is used very effectively to plan what the children need to learn next.
47. Children are naturally introduced to elements of the National Literacy and Numeracy Strategies when these lessons are taught to the Year 1 and 2 pupils. These lessons are carefully planned and carefully balanced to ensure that children are well prepared for Year 1. Links with parents, both formally and informally, provide good opportunities for them to support their children's learning, particularly in reading. The outdoor learning environment is currently the school playground. This provides an adequate amount of space with recently painted floor markings for games. Teachers make best use of what is available but the area lacks the stimulation to encourage pupils to explore and learn.

Personal, social and emotional development

48. Children achieve very well in this area. This is because adults provide many very good opportunities for children to learn about themselves and the importance of good relationships. Children are highly valued and always encouraged to do their best. Routines are very well established and this results in a secure environment where behaviour and relationships are very good. Behaviour management is so effective that it is hardly noticeable.
49. The range of carefully planned activities provides very good opportunities for children to develop independence along with the help of an adult when needed. Resources are well organised but need more encouragement to collect and put things away when they have finished an activity. Many children are developing an awareness of the need to follow rules. For example, when playing a 'Speckled Frog' game, as part of a mathematics activity, children were happy to take turns and watch what the

others were doing. During whole class discussion times, at the beginning and end of lessons, the children are confident to answer questions and share their ideas.

Communication, language and literacy

50. Children achieve well in this area of learning. For the most part, they listen attentively. Adults take every opportunity to encourage the children to talk about what they see, know, understand and feel about things. Adults are particularly skilled in encouraging children to talk in a wide range of situations. For example, giving instructions to turn first or second right when practising road safety in the playground. Adults provide good language models in providing children with a commentary on what they are doing and at the same time ensuring important words are introduced. However, opportunities are sometimes missed to give children the time to think before putting their ideas into words.
51. Children enjoy looking at books and listen and watch attentively when an adult reads a story. The children are beginning to read books from the early part of the school's reading scheme. More able children read a range of familiar words and can identify most letters of the alphabet and the sounds they make, using this knowledge to try to work out words they are not sure of. Children are beginning to write individual letters to communicate meaning with higher achievers writing familiar words independently. Pencil skills are taught well and the children show they have satisfactory control.

Mathematical development

52. Children achieve well, particularly in acquiring number skills but also in activities requiring them to work with shape and measuring. A good variety of practical activities are planned and these are matched well to the children's learning needs, with many opportunities being taken to promote mathematical development. A particular feature of the provision lies in the good quality resources. These have been thoughtfully purchased and are very successful in capturing the children's interests and helping them learn to build on their knowledge of numbers. The theme of frogs jumping in and out of a pond was cleverly used to enhance their subtraction skills during the inspection. Adults encourage and help children to learn from their mistakes. Good teaching is helping children to count reliably beyond ten and recognise numbers to twenty. With adult support they develop an awareness that numbers can change when they are added together or when objects are taken away.

Knowledge and understanding of the world

53. Children achieve well in this area as a result of the wide range of interesting opportunities for learning. The teacher's careful planning and effective organisation ensures that children have good opportunities to learn about the wider world. Children learn to observe and are encouraged to think about why things happen. For example, they were able to identify the difference between push and pull forces by experimenting with a fascinating assortment of toys. Adults ensure that children have good opportunities to learn new vocabulary and use the terms correctly. For example, one child remarked, 'I'm twisting it round like this and squashing it so that all the air pushes out'. Children learn effectively about road safety as they ride around the playground, operating the 'traffic lights' and giving each other directions. They enjoy learning about past events, such as the Great Fire of London, as they make 'bread' from salt dough.

54. Through religious education, children develop an understanding of special celebrations. In a lesson observed, they worked with the teaching assistant in a role-play situation of baptism. By the end of the lesson they had all learned about the special baptismal water and clothes worn for the ceremony, and they all enjoyed playing at being the vicar! Computers and programmable toys are used effectively to help children understand about the world around them. The use of ICT is carefully planned.

Physical development

55. Children achieve well in this area, although they find difficulty in mastering the precise movements needed for handwriting and colouring. Teaching is good. Adults closely supervise and monitor children as they participate in activities, such as riding bikes around a circuit and learning to stop and wait at the 'traffic lights'. Reception children have access to the playground for a range of physical activities. Lessons build effectively on the skills the children have learned. In the road safety lesson, for example, children took good care of their own and others' safety. They rode bikes and scooters confidently with control.

Creative development

56. Children achieve well in this area because of the wide and interesting range of creative activities provided. Stimulating children to act out different roles is a particularly strong feature of the teaching. It is very carefully planned for and this results in the children confidently engaging in imaginative play with other children. Over the year they have gained much from their role-play, for example, in pretending to live in a castle and work in a Victorian kitchen. Regular opportunities are provided for children to sing and play instruments and as a result, they learn to sing a number of songs and rhymes in tune and accompany the beat. They use a range of materials when creating pictures such as 'following a line' collage work and 'Sing a Song of Sixpence' blackbird mobiles.

ENGLISH

57. From an average starting point, infant pupils achieve well in all areas of English. Standards by the age of seven are higher than they were last year and are now above average in reading and well above average in writing. Junior pupils are also achieving well in Years 4, 5 and 6. Consequently, standards in English are above average and higher than they were in the national tests of 2002 by some margin. The improvements are attributable to the very good leadership and management of the subject, thorough assessment of pupils' learning and good teaching of reading and writing skills.
58. Pupils with special educational needs make very good progress in the infant class because they receive high quality support from the teacher and the nursery assistant. Pupils with special educational needs in junior classes make good progress. In Year 3, computers are used effectively to make tasks such as writing easier for pupils who struggle with sentences and spelling.
59. Standards in speaking and listening are above the levels expected at 7 and 11. Pupils listen very well and most are keen to ask or answer questions. Many have the confidence to adjust the way they express their ideas, according to the purpose and the audience. For example, they lead group discussions well, then feed back their

group findings concisely to the whole class. Teachers exploit the talents of these pupils well. In the mixed-aged classes, younger pupils benefit from sharing high quality discussions with their older classmates.

60. Standards in reading are above average at 7 and 11. The improvements made are attributable to raising infant pupils' awareness of patterns of letters and their sounds, which is leading to better reading and spelling. The good home reading support provided by parents provides valuable practice in reading with accuracy, good comprehension and expression. As a result of stimulating teaching, pupils develop a genuine love of reading and a vital appreciation of books, both as sources of pleasure and of information.
61. Standards in writing are now well above average at 7 and above average at 11 and have improved more than any other area of literacy. Pupils achieve very well in the infant class, make satisfactory progress in Year 3 and achieve well in Years 4, 5 and 6. Teachers encourage and stimulate pupils to write independently. Infant pupils first learn to plan their sentences by saying them aloud before writing them. This clarifies their thinking and the writing flows better. The next stage involves planning stories in advance, re-reading their first attempts and then re-drafting them. This success that this brings raises their confidence and makes writing fun. This is captured in a Year 2 pupil's story when she wrote, 'Cruella was the horriblest, stinkiest witch in the universe. She wanted a beautiful, golden unicorn. She wanted its blood for a spell.' Pupils have good opportunities to write in different styles and for different purposes in other subjects, such as reporting on science experiments and critically evaluating their local environment in geography. These experiences enable pupils to refine and improve their writing. Handwriting and spelling are taught systematically throughout the school and pupils incorporate these rules into their work. By the age of 11, pupils are fluent writers, able to adapt their writing styles to a range of purposes. However, because of limited teaching time, junior pupils do not have timetabled periods in which to explore different styles or practise writing at length. There is scope for improvement here.
62. The quality of the teaching is very good in the infant class and is good in the junior classes. The National Literacy Strategy is taught well by adapting it to meet the needs of pupils in the school. For example, by tailoring the programmes of learning, pupils of mixed ages can be taught together successfully. Teachers assess pupils' learning very rigorously and use the information to set targets and plan the next learning steps for different pupils. Pupils are well aware of the targets they are expected to reach because they are written into their books. Pupils with special educational needs are taught well and the additional classes, run by the support staff, are very successful in enabling them to acquire the essential reading and writing skills. The very strong commitment to continue to raise standards in English is founded on careful planning to achieve the ambitious aims.

MATHEMATICS

63. Trends in mathematics were found to be rising at the time of the last inspection, although standards by the age of eleven were still too low. Standards have risen even more quickly this year and are considerably higher than they were when pupils were tested in 2002.
64. Pupils are now achieving well and reaching above average standards by the age of 7 and well above average standards by the age of 11. The subject is well led and managed. Root and branch improvements have been made in every aspect of

teaching and learning. Most noticeably, pupils' progress is very carefully assessed at regular intervals. The outcomes are meticulously analysed. Any areas of weakness are quickly identified and changes are made to the teaching to remedy them. Similarly, individual pupils' progress is carefully tracked. Any slowing down of progress triggers a prompt response; for example, by providing additional catch-up and booster sessions. Pupils are kept well informed about their progress and challenging targets are set to provide a goal to aim for. Achievement targets for the whole year group are kept firmly in view and act as a beacon towards which concentrated efforts are directed. Pupils achieve well in Years 1 and 2 and make very good progress in Year 4, 5 and 6. In these classes, teachers mark pupils' work very carefully and use the information purposefully in the next lessons to set the work at exactly the right level. The high level of challenge stimulates more able pupils and their performance surges. Pupils, who find learning difficult, including those with special educational needs, benefit from the extra help they receive in lessons and from the carefully adapted work. These factors enable them to make good progress and they frequently reach the levels expected.

65. Teaching is good in the infant class and very good in Years 4, 5 and 6. In these classes, teachers have a very good knowledge of the subject and of how pupils learn. Teachers always ensure that pupils are absolutely clear about the aims of the lesson. Once this is established, teachers work effectively on developing pupils' mental skills and knowledge of numbers. In Years 1 and 2, for example, pupils play 'best friends', which involves finding two numbers that make ten as quickly as possible. Pupils enjoy these games and the activities keep them attentive and focussed. Teachers make very good use of computer projections onto a large whiteboard in an effort to make learning visual. This provides a successful bridge, enabling them to calculate mentally later in the lesson. For example, upper junior pupils looked at a large projection of a 100 square. The teacher asked them to make a note of the position of the numbers and the patterns they made, and then removed the picture from the screen. Pupils were asked to work out a number from instructions, such as second column, fifth row and four places to the right. To enable them to calculate this mentally the teacher said, 'Think about the grid in your head'. Possibly the most significant feature of teaching mathematics is the way pupils are frequently required to use the skills they have learned, to solve mathematical problems. This provides very good opportunities for pupils to consider different approaches and to learn new strategies. They have frequent opportunities to discuss and test out their ideas and check their solutions, using small white boards, computers and calculators. This improves their literacy and ICT skills and strengthens their understanding of number, shape and data handling. Their skills in each of these areas are equally good.
66. Pupils' learning in Year 3 has been erratic, as different teachers have taught the class over the year. This is reflected in their mathematics books, particularly the variable standards of presentation. The situation is more settled this term. Teaching is now satisfactory and improving. For example, pupils with special educational needs are sensitively handled, well supported and are growing in confidence. Pupils are now being given time targets to work to, which is helping to increase the pace of learning. However, in this class, the learning of the more able pupils is still slower than it needs to be. They are often asked to work through the same examples as the rest of the class before moving on to more demanding work. This is unnecessary; challenging tasks could be provided at the outset.

SCIENCE

67. From an average starting point when pupils enter school, they achieve well to reach above average standards in science at the ages of 7 and 11. The improvements noted at the time of the last inspection have continued because of effective subject leadership and management, and teachers' increasing expertise in developing pupils' skills of investigation and enquiry.
68. Well-organised resources and systematic planning make it easier for teachers to prepare their lessons. Science lessons are almost all approached practically. Consequently, pupils learn to make accurate predictions about what they expect to happen and observe carefully to find out if they are right. For example, infant pupils anticipated how different materials, such as jelly cubes and play dough, would react when they were stretched, squashed and twisted. Through the teacher's shrewd questioning, Year 2 pupils are beginning to understand that scientific tests need to be fair. They talked about 'sameness' being important and tried to take this into account when carrying out the tests. In Years 4, 5 and 6, pupils' skills of enquiry develop rapidly. By the age of 11, they are adept in planning and carrying out their own investigations. They define exactly what the problem is, make sensible and mature estimates of what the likely answer will be and set about observing and measuring outcomes, systematically. They make impressive use of ICT in gathering and sifting results. For example, upper junior pupils used sensing devices, confidently, to study exactly what happens when water boils. Pupils measure results accurately and record their findings logically, following the correct scientific method. These factors reinforce and extend their literacy and numeracy skills to good effect. The practical approaches to learning science have two major benefits. Pupils find the lessons interesting and develop very positive attitudes towards learning. More importantly, regular practice of handling different materials and frequent opportunities to think and plan logically deepens and broadens their understanding of the different elements of science. Consequently, pupils' knowledge of the living things, materials and forces is good for their age.
69. Teaching is good in the infant class and is particularly strong in the Years 4, 5 and 6 class. In these classes, teachers set high standards and provide challenging work. Resources are used imaginatively in all classes, to trigger pupils' curiosity and extend their concentration. For example, in one lesson, pupils were given a wide assortment of rock samples to observe and classify. By providing high magnification lenses, pupils were able to see and marvel at the sparkling rock crystals. Pupils write extensively about their findings. Their work is carefully marked, good efforts are praised and clear pointers for improvement are provided. These factors have a positive effect on pupils' learning. In Years 1, 4, 5 and 6, more able pupils thrive on the high level of challenge within the investigative work provided and this helps them to make accelerated progress. Pupils with special educational needs benefit from the teachers' care and attention in all classes. They have good opportunities to discuss their ideas, become familiar with the new words and they are helped with any reading and writing activities. This removes many of the barriers to learning and helps these pupils to reach their targets.
70. The few weaknesses in science are minor. Year 3 pupils have not made as much progress through the year as pupils have in the other classes. This is reflected in the work in their science books. The teaching is more settled now but pupils' pace of learning and the level of challenge in the work provided still require attention to bring them up to scratch. Year 2 pupils are taught alongside reception and Year 1 pupils. For the most part, these pupils learn at a good rate and make positive progress.

However, science activities are sometimes rotated between the different year groups. In this setting, significantly higher levels of challenge, more suited to the learning potential of the more able ones, are not always provided.

ART AND DESIGN

71. Art and design has been identified as a subject in need of further development. However, through sound leadership and management, standards have been improving over recent years and are now at the levels expected at the ages of 7 and 11. An area to improve is to check teaching and learning in the three classes, to ensure that pupils' skills are built up smoothly from one year to the next. This is beginning. A greater emphasis is now being placed on the development of skills and teachers are attempting to link work in art and design with other subjects to give it added relevance. For example, pupils make good use of ICT, by using graphics programs to experiment with pattern. The use of ICT also offers good opportunities for more able pupils to use drawing and painting tools to replicate the work of famous artists. These initiatives are helping to raise standards.
72. Teaching is satisfactory and pupils achieve steadily, including those with special educational needs. A good feature of the teaching is the use of sketchbooks. Infant pupils, particularly, use them effectively to explore ideas. Consequently, they develop techniques in a range of media and in a variety of contexts and their work shows variety and vitality. Junior pupils create some interesting patterns, pictures and collages in a wide range of media, working in two or three dimensions. They also have good awareness of the work of famous artists, such as the French Impressionists, and have attempted to produce similar pictures in their styles. However, there is less evidence of junior sketchbooks being used to experiment with ideas. Pupils are encouraged to consider the artistic impressions of other cultures. For example, Year 3 pupils have just begun a unit on sculpture to include multicultural studies from different countries and periods. Pupils enjoy art and the subject leader has run popular extra-curricular clubs this year in origami and craft. Computers are being used increasingly to generate designs.

DESIGN AND TECHNOLOGY

73. Standards have improved significantly over recent years. Pupils achieve steadily to reach the levels expected at the ages of 7 and 11. Sound leadership and management ensure that the subject is taught well and pupils' learning is kept under review. For example, pupils from reception to Year 6 record their plans and ideas in design and technology books. This significantly enhances their literacy and numeracy skills and is very helpful in enabling pupils, teachers and the subject leader to check on the progress they are making. Pupils produce their own digital photographs of their work, which improves their ICT skills. Much of the teaching is good. Teachers have a secure understanding of how pupils think and learn. They organise the activities in well-sequenced learning steps, which ensures that pupils approach their work thoughtfully. For example, in the good upper junior lesson seen, pupils were asked to make a moving toy. Knowing that this would present a challenging experience, the teacher first provided actual examples of moving toys and models of rotating cam mechanisms for them to explore, discuss and learn from. As a result, their own designs incorporated practical and workable ideas to create movement, such as a jack-in-a-box bobbing up and down. Pupils had earlier practised and improved their sawing and drilling skills ready for this project. These careful teaching steps are reflected in the colourful, well-constructed slippers, made earlier in the year. Examples of infant pupils' work shows similar attention to detail,

including impressive models of cardboard-box houses and, in Year 3, purses of quite sophisticated design have been produced. The projects taught are interesting and challenging. They offer scope for more able pupils to extend their learning. Pupils with special educational needs are given good support to enable them to learn successfully.

74. Although pupils' design and making skills improve at a good rate, their skills of evaluating their work do not develop with the same consistency. To some extent, this is because teachers sometimes leave out this step or, alternatively, add it on when pupils have completed the task. There is less evidence of pupils reflecting on their work as they are engaged in it and modifying their designs as they go along. Pupils thoroughly enjoy the subject, become totally absorbed in their work and show creativity and originality. However, these experiences amount to one short activity per term. Therefore despite the good teaching, pupils do not have the opportunities to develop and improve the full range of skills to raise standards to higher than average levels.

GEOGRAPHY AND HISTORY

75. Standards in both subjects have risen over recent years and are now at the levels expected in both subjects at the ages of 7 and 11. Most pupils achieve steadily, including children with special educational needs because activities to promote learning are matched well to their learning needs. Although higher ability pupils in the infant class and in the Year 4/5/6 class are provided with some opportunities to achieve to their capability, this is more often through teachers expecting more of these groups rather than through the provision of specifically planned and challenging activities. This is an area that requires improvement.
76. Sound teaching is evident in pupils' geography and history books. There are several good features, including the practical and purposeful learning experiences provided. For example, infant pupils researched into life in the past following a visit by an older member of the community and, in the junior class, pupils used their art and design skills to make good quality Grecian urns. In geography, a significant strength in both classes lies in the many opportunities pupils have to take part in local studies. Through these, they develop and extend their mapping skills. They also gain good knowledge of the village environment and ecology through identifying physical features, conducting surveys of local opinion and studying aspects of the River Mease. The one lesson seen, in history in the infant class was sound and provided pupils with satisfactory opportunities to develop their knowledge and understanding of the Great Fire of London.
77. Pupils in both classes are provided with good opportunities to record their work independently and in a variety of ways, including the use of ICT. Infant pupils write simple historical accounts using their own ideas, for example, when recording how they think an 'old-fashioned' mincer works. These opportunities for independent work are built upon well in the upper junior class. For example, junior pupils compare exploration in the present with Tudor times, by writing extended accounts and using charts to show similarities and differences. Teachers encourage pupils to critically assess their environment and this helps them to develop caring attitudes for their surroundings. For example, infant pupils considered village traffic problems and one pupil wrote, 'In my head I thought I would see lots of bikes, but there weren't any'. By Year 6, pupils use their knowledge and understanding to inform their views about aspects of life in the past and environmental issues in the local area. For example, in their study of water, they have kept a tally of how much water they use in a day,

recording this information in graph form and interpreting their findings. Teachers in these two classes have a secure knowledge of both subjects. This is shown in the good quality marking of pupils' work. Teachers make thought provoking comments, which helps pupils to know how well they are doing and what they need to do to improve their work.

78. The subjects of history and geography are satisfactorily led and managed. They are taught in blocks, alternately through the year, which provides just about enough time for the pupils to develop their knowledge, skills and understanding in both subjects. History makes a good contribution to the pupils' personal development through providing opportunities for them to learn how and why people lived and behaved in the past and to make comparisons with the present. Geography makes a very good contribution through the many opportunities for pupils to learn about their local area and to develop well-founded views on environmental issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

79. The subject has improved considerably over recent years and standards are higher than the levels expected by the ages of 7 and 11. The improvement in standards is attributable to raising teachers' expertise, ensuring that all aspects of the subject are taught and significantly increasing the number of computers and technical support.
80. The quality of teaching and learning seen in lessons and in the work done by pupils throughout the year is good overall. The lesson seen in the upper junior class was taught by the teacher and supported by the ICT technician. The teacher's expertise was clearly evident where Year 4 pupils were challenged throughout the lesson to use their thinking skills as they worked through the sequences of action for sending emails. In the same lesson, Year 5 and 6 pupils, particularly the more able ones, were working confidently at a high level as they devised a series of instructions to control traffic lights. This was a new unit of study and pupils were very positive, demonstrating very good attitudes to the subject and a willingness to apply their ICT skills to a new problem. The ICT technician guided pupils through the program successfully.
81. Work done in each year group is of a high standard and reflects the school's successful approach and the pupils' positive response to the subject. By Year 2, pupils are already using the 'PowerPoint' multimedia program at an early stage to combine photographic images and text. They use an Internet-based library to find data and other information and answer questions on their findings. In control technology, they record the instructions they have inputted into a programmable toy and draw the route they have programmed in. They use computer programs well to make decisions. For example, they drag buildings and streets on the screen to create an imaginary urban area.
82. Skills develop well as pupils move through the school. By Year 6, pupils they good use of their knowledge of using multimedia to present their work in a range of ways. For example, they produce and interrogate frequency and scatter graphs as they look for relationships between arm length and hand span. They make confident use of spreadsheets, for example, when modelling costs for a birthday party or entering a formula into spreadsheet cells. Year 6 pupils are also developing good skills in the use of sensor equipment as they data-log information about water temperature. Pupils in the upper junior class have been involved in adding to the school's web site with their contribution including drawings of the school governors!

83. ICT is used effectively in other subjects. For example, Year 3 pupils translate manually collected information into computer generated graphs. Pupils in the upper junior class investigate models of electrical circuits, as part of their work in science. Pupils with special educational needs are supported well in lessons. Teachers encourage them to try out new ideas on their own but are watchful and intervene to ensure that they understand. The subject makes a good contribution to pupils' personal development by offering opportunities to work together and discover the potential of their skills.

MUSIC

84. Standards have been maintained over recent years and are at the levels expected at the ages of 7 and 11. However, over a quarter of pupils, including some talented ones, benefit from good instrumental tuition and learn to play woodwind instruments to a high standard. The subject is soundly led and managed by a visiting music teacher. She teaches pupils in all three classes herself and has a good overview of what pupils already know and what they need to learn next.
85. Singing is taught well. Pupils are aware of the importance of adopting a good singing posture. They almost all sing in tune with obvious enjoyment. This includes pupils with special educational needs, who benefit from opportunities to work alongside talented pupils. Year 2 and 3 pupils have good opportunities to learn to play recorder in lessons and after school. This experience is invaluable in providing all children with a good knowledge of how music is written down. As a result, when they compose their own pieces, they record their rhythms and melodies competently, using standard notation. Teaching is satisfactory and was good in the one infant lesson seen. In this lesson, pupils' listening and performing skills took a major step forward. By using a story, the teacher enabled pupils to distinguish between the beat and the rhythm of the music, successfully. To achieve this, the class teacher and the nursery assistant each led a group. After a short practice, the rhythm group and those tapping the pulse joined together. They accompanied their singing of 'What time is it Mr Wolf?' each holding their own part very well for their age.
86. Upper junior pupils are currently composing their own version of 'Earth' which they feel is missing from Gustav Holst's Planet suite. They have good knowledge of how to explore sounds and set out their compositions. However, as yet, they do not use ICT to refine their work. They have a good grasp of the conventions of music but are less forthcoming about the work of famous composers and of different styles of music. They do listen to music, for example in assembly, but the background information is not always provided.

PHYSICAL EDUCATION

87. Pupils achieve steadily in most aspects of the subject to reach the levels expected by the ages of 7 and 11. Pupils with special educational needs receive help and support where necessary and also make satisfactory progress. Teachers are very creative in providing a wide range of sporting activities, both in and out of school time. The subject is well led and managed. The subject leader has benefited from training provided through the local cluster of schools. These links also provide good opportunities for the pupils to represent the school in occasional matches against other teams. These factors create a good atmosphere for learning, in which excellent relationships thrive. By the age of seven, pupils have a clear idea of what they can do to keep healthy, for example, as one pupil remarked, 'by going to bed early!'

88. Although much of the teaching is good, pupils' achievements in the gymnastic elements of the subject are not as good as in other areas of their physical development. This is because the school accommodation is unsatisfactory. Pupils have to use the village hall for lessons. The space is adequate but the absence of fitted equipment makes it harder for pupils to develop and improve their gymnastics skills. Similarly, because the school does not have a sports field, opportunities for pupils to practice team games and athletics are limited. This may explain why a few of the older junior pupils appear to lack the speed and agility needed for competitive games. Notwithstanding these difficulties, teachers make a concerted effort to provide interesting and purposeful lessons. As a result, pupils are very aware of why it is important to warm-up prior to vigorous exercise. All of the available space is used creatively. Even the grass strip between the adjacent tennis courts is used for sprinting sessions! A particularly effective feature of the teaching is the encouragement pupils receive to use stop watches to increase their performance. This enables the talented ones, particularly, to improve their performance. Coaches from the local soccer, cricket and tennis clubs often lead the after school activities. This ensures that pupils have some opportunities to extend their sporting interests.

RELIGIOUS EDUCATION

89. Standards in religious education have been improving over recent years and are now higher than expected in Derbyshire schools by the time pupils reach the age of 7, and at the levels expected by the age of 11. Infant pupils achieve well because the work is closely linked to their own lives. Consequently, they are able to learn more about themselves through their studies. For example, when considering 'gifts', one pupil wrote, 'The most precious gift I gave was a bouquet of flowers I gave my nana'. Later in their studies on the same topic, another pupil wrote, 'Baby Jesus was God's gift to us.' Teaching in the infant class is good. The work comes directly from the pupils and represents their own thoughts and feelings. Close links with another school allow infant pupils opportunities to meet Asian children and to share in discussions and experiences with them. This enhances their learning.
90. Teaching in the junior classes is satisfactory. All of the required areas of study are covered and computers are used increasingly to search for information. For example, one pupil discovered that, 'At the after-wedding party, the (Jewish) groom smashes a glass with his feet and everybody shouts, 'Mazal tov!' (Good luck). However, Year 6 pupils have not benefited from regular teaching in the past. Even now, their studies are limited to one short lesson each week. Consequently, their knowledge and understanding of the various world faiths is not as good as it should be. They are very aware of the teachings, customs and festivals of Christianity, largely because of the close links with St Peter's Church. They have an awareness of various features of the major world faiths, from occasional visits, from videos and from discussions. However, they are not sure which features are linked to which faiths. All pupils tend to be set similar challenges and the work, as represented in their books, does not sufficiently extend the learning of the more able pupils enough. However, pupils with special educational needs receive good levels of support and achieve as well as their peers. Lessons in the subject reinforce the Christian ethics on which the school is founded and enable pupils to understand and to practise the fundamental Christian principles. Parents appreciate the positive impact that this has on their behaviour and their attitudes.