

INSPECTION REPORT

All Saints Church of England Primary School

Youlgrave, near Bakewell

LEA area: Derbyshire

Unique reference number: 112924

Headteacher: Mr. Chris Watts

Reporting inspector: Mark R. Evans
20999

Dates of inspection: 16th - 19th June 2003

Inspection number: 252622

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	CofE Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	boys and girls
School address:	Alport Lane Youlgrave Nr. Bakewell Derbyshire
Postcode:	DE45 1WN
Telephone number:	01629 636 289
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms. Pat Cleaver
Date of previous inspection:	2 nd - 6 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20999	Mark R. Evans	Registered inspector	Information and communication technology; Provision for children in the foundation stage; Art and design; English; Educational inclusion; History; Physical education; Special educational needs.	What sort of school is it? The school's results and pupils' achievements How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9052	Helen Barter	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25778	Andrew Hicks	Team inspector	Mathematics; Science; Design and technology; Geography; Music.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints Church of England Primary School is a much smaller than average school in the village of Youlgrave, about 3 miles from Bakewell, in Derbyshire. The village has about 1400 residents. The school has been in the same grade 2 listed building since it opened in 1868. The housing in the village is mixed: there are families living in owner occupied dwellings and others in private or council rented property. Many parents work locally, but some commute to local towns and cities. The school has a falling roll of 69 (38 boys and 31 girls), down from 109 pupils at the time of the last inspection. Children are admitted to the school for full-time education at the start of the term in which they attain their fifth birthday, but a very small number attend part time before that term. There are now three classes in the school, compared to four at the time of the last inspection. All pupils have white British backgrounds and no-one speaks English as an additional language. A smaller than average proportion of pupils are eligible for free school meals - about 12%. Attainment on entry is average. The school has identified twelve pupils as having special educational needs, which is about average. Five children have Statements of Special Educational Needs, which is well above average. Most of the pupils with special educational needs have speech or specific learning difficulties and some have emotional and behavioural difficulties.

The headteacher has been in post since Easter. During his last two terms, the previous headteacher had had to battle against illness. His teaching commitments were covered (in the main) by a part-time teacher increasing her hours and taking overall charge of the year 5/6 class.

HOW GOOD THE SCHOOL IS

This school offers a sound all-round education in a stable and friendly atmosphere. It is appreciated by the community, the pupils and the parents alike. The standards attained by the pupils are satisfactory. The school is well led. Teaching is good. It offers satisfactory value for money.

What the school does well

- This is a happy and caring school where pupils feel secure and confident;
- The pupils are well-cared for and supported by teachers and all other staff at the school;
- Teaching is good;
- The leadership provided by the headteacher is excellent;
- The teachers, the governing body and the headteacher have managed the transition between the two headteachers very well, retaining support of parents and pupils;
- Provision for pupils' moral, cultural and social development is good, which leads to good behaviour and attitudes, and strong personal development.

What could be improved

- The school's use of new technology, especially access to the internet;
- The planning for and assessment of pupils' progress in subjects other than English, mathematics and science;
- The use of all assessment data to plan on a specific basis for individual pupils;
- Accommodation, especially in providing for office space, and a separate area for under fives;
- Registers should be taken at the start of the school day and pupils arriving after this time, recorded as late;
- The quality of reporting to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection. Timetable arrangements, and the balance of time given to the core and foundation subjects have been reviewed and altered appropriately. A revised system for teachers' planning with closer alignment to the National Curriculum programmes of study for English and mathematics have been introduced, though not for information and communications technology (ICT). Implementation of a draft scheme of work for ICT has been delayed. The school's approach to the teaching of spelling and handwriting is now more consistent. The headteacher has spent significant proportion of his time monitoring the curriculum and teachers' planning. There is now a clear complaints policy, setting out procedures and time-scales that is made available to all parents. The current homework policy has been reviewed, though parents again feel there is some inconsistency in application. Parents are provided with more information about what is being taught, but more could still be done.

STANDARDS

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

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

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

The grades vary significantly because the number of pupils sitting these examinations is very small and therefore one result can affect the overall proportion by as much as 30%. Discussions with pupils and analysis of their work demonstrates that pupils' attainment is in line with national expectations. Standards at the end of year 2 also demonstrate that pupils are doing well. Trends in results over time are not statistically valid. The school's own targets for the proportion of pupils in year 6 likely to reach the levels expected nationally and above are not demanding, but are appropriate given the prior attainment of this group of pupils. There are no statistically significant variations in the attainment of boys and girls, but again the small sample size suggests caution.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to school and this has a beneficial impact on the quality of their learning.
Behaviour, in and out of classrooms	Good. Overall, pupils' behaviour is good and they respond well to teachers, though some older pupils do not always behave as well as they might. Pupils get on well with one another. There have been no exclusions from the school in recent years.
Personal development and relationships	The school is an inclusive community in which pupils develop confidence and learn to get on with one another. In lessons, they are developing good social skills and work well together in small groups. They have very good relationships with their teachers. More could be done to give pupils opportunities to take responsibilities, as they get older.
Attendance	Satisfactory. Pupils' attendance is in line with national expectations. There is very little unauthorised absence. Most pupils arrive on time, but some arrive after they should.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good. There are particular strengths in the way that teachers have high expectations and create an enthusiasm for learning amongst the pupils. There are no weaknesses in the teaching of any one subject more than others, but the setting of individual targets for pupils is not strong in any subjects. The assessment of pupils' learning is satisfactory in English, mathematics and science, but not in other subjects. The skills of literacy and numeracy are taught well. The school meets the needs of all pupils satisfactorily, including those with special educational needs, because the teachers know their pupils so well. The main strength in pupils' learning is their interest in school and their attitude towards lessons, which are positive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a range of activities that meet the needs of pupils and also meets statutory requirements. The main strengths are in the core subjects of English, mathematics and science. Other subjects are planned less formally.
Provision for pupils with special educational needs	Satisfactory. Teachers and other staff know the pupils well and work hard to provide the support they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' moral, cultural and social development is good. Planning for their spiritual development is not well developed, but the provision overall is satisfactory.
How well the school cares for its pupils	Satisfactory. This is a caring school with a well-established place in the local community. The pupils and their families are known well and staff ensure that pupils are well supported. However, assessment and its use in planning are under-developed and the school has only recently started to analyse data on pupils' progress appropriately.

The school works well in partnership with parents. Parents say that they can approach the school with questions or concerns about their children's welfare and report that the small school environment has a positive impact on their children's well-being. However, the quality of information that parents receive about their children's progress is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher is providing excellent leadership, but has been in post too short a time to have had greater impact on standards. Subject co-ordination is mainly effective due to the informal links between teachers. All staff have played an important role in managing and supporting the school over the last year.
How well the governors fulfil their responsibilities	Good. The governing body has worked hard and been very successful in sustaining the school through a potentially difficult transition period. Governors know the school well.
The school's evaluation of its performance	Satisfactory and developing fast.
The strategic use of resources	Very good. The governing body manages the school finances very effectively and teachers use learning resources well.

Although classrooms are functional and brightly decorated, accommodation overall is unsatisfactory. There is no outdoor play area for under-fives and the office area is not appropriate. These weaknesses, caused by the structure of the building, are being addressed by the governing body. The school has sufficient staff to support its pupils and to provide the curriculum. Nevertheless, use of a supply teacher to manage music within the school curriculum, although a short-term measure, is not ideal. Resources in all subjects are appropriate, but there are a small number of books that are no longer useful. The school

applies the principles of best value in a satisfactory manner, but it has only recently started to compare its performance with other similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The positive links maintained with parents, especially over the last year; • The rapid manner in which the headteacher has settled in; • The "family" atmosphere of the school; • The high expectations of the teachers, in work and behaviour. 	<ul style="list-style-type: none"> • The quality of information provided for parents; • The consistency of homework provision; • The range of activities provided outside lessons.

The inspection team agrees with parents' positive views of the school and with their concerns. The information provided for parents about their children's attainment and progress is not clear enough. There is inconsistency in the provision of homework, especially when compared to the school's policy. The range of activities provided outside lessons is limited and could be developed more imaginatively, for example by involving other adults or by rotating activities through the year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Summary

1. The results of nationally administered tests have varied over the last four years, in the main because of the disproportionate effect of one or two pupils, caused by the class sizes at year 2 and year 6 have fluctuated, but never been large. These variations have caused the school's comparative scores to appear to drop since the last inspection, but evidence from the inspection demonstrates that pupils' attainment has not.

2. Pupils' attainment in English, mathematics and science is in line with national expectations. Analysis of what the pupils have learnt during their time in school, which allows for differences in their ability, shows that they are making satisfactory progress. Standards that pupils attain in other subjects are also satisfactory. Taking into account pupils' prior learning, they make satisfactory progress. Progress made by pupils with special educational needs is also satisfactory, but some make good progress.

Subjects

3. Children under the age of five enter school with average attainment in **personal and social development**, in **communication, language and literacy** (overall), in **mathematical development**, in **creative and physical development**, and in **knowledge and understanding of the world**. In literacy, children's attainment is average, but the children's communication, language and verbal skills are sometimes below average. The nursery and reception age children (taught with year 1 pupils) make satisfactory progress and in their **communication, language and literacy skills**, in their **knowledge and understanding of the world**, and in their **mathematical development**, they achieve satisfactorily. They are likely to be at expected levels by the end of the reception year. They achieve well in their **personal, social and emotional development** and in their **creative development**. They achieve well, helped by the overall good quality of teaching. They are likely to be above national expectations by the end of their time in the reception class, as they have a wide range of artistic, imaginative and creative experiences. In **physical development**, the children are likely to meet national expectations by the end of the reception class. They make good progress, as the teaching is good. However, the children are not given enough opportunity to develop their skills in an outdoor environment.

4. According to the results of nationally administered tests, compared to other similar schools, attainment in **English** varies from being well above average at the end of year 2, to being below average at the end of year 6. However, because the small number of pupils at each of these levels every year, it is not safe to draw too many conclusions from this. During the inspection, it was clear that the standards that pupils attain are average in all aspects of English, both at the end of year 2 and the end of year 6. In fact, the progress made by pupils is at least satisfactory, and some make good progress in comparison with their previous work.

5. In **mathematics**, pupils in year 2 make good progress and are expected to reach above average standards in the national tests for seven-year-olds. They achieve well in reaching these levels of attainment. Pupils make good progress in years 3 to 6 and achieve well in relation to their earlier standards. Current year 6 pupils are on target to reach average

standards in the national tests for eleven-year-olds this year, reversing an apparent declining trend.

6. In **science**, pupils reach average standards by the end of year 2 and year 6. They make satisfactory progress and achieve satisfactorily in relation to their overall ability and previous standards.

7. Standards in **art** are average for pupils at the end of years 2 and 6. Pupils make satisfactory progress, including those with special educational needs.

8. In **history**, only one lesson was seen, in year 5 and 6, but other evidence suggests that pupils' attainment is satisfactory. In **music**, the standard of pupils' work in year 2 and year 6 are in line with national expectations in the limited range of work seen during the inspection. Similarly in **ICT**, though very little teaching was observed, pupils demonstrated that they are on track to meet national expectations at the end of year 2 and the end of year 6. In **physical education** (PE), the standards pupils reach at the end of year 2 are in line with national expectations. No year 6 lessons were observed, so it is not possible to judge these pupils' attainment.

9. There is insufficient evidence to judge overall standards, pupils' achievements, and changes since the last inspection, in **design and technology** and in **geography**.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to school. They enjoy the activities provided for them, work hard and respond well to their teachers. This has a good impact on the quality of their learning. They behave well although some older pupils' behaviour is not always as good as it could be and there have been a few incidences of bullying. Nearly all parents say that their children like school and they are being helped to be responsible and to grow up well.

11. Pupils' attendance is satisfactory being in line with national expectations. There is very little unauthorised absence because the school follows up unexplained absences immediately and parents know that they must contact the school. Term-time holidays account for some of the authorised absence but the school monitors this carefully. While most pupils arrive on time, there are a number who arrive after 9.00 a.m., but who are not marked late because registration does not take place until 9.30 a.m.

12. In lessons, pupils usually settle down quickly to their work, pay attention and show interest. They readily join in discussions and are confident to both ask and answer questions. Most pupils work productively and try hard with all the activities provided for them. Pupils show high levels of enthusiasm and motivation when stimulated by interesting work; for example, in a music lesson in the year 5 and 6 class, pupils worked hard to develop their own lyrics and melody and were justifiably proud of their efforts. The youngest pupils in the school are developing good levels of independence and remain on task when participating in the morning activity session which they 'sign up' to.

13. Overall, pupils' behaviour is good. In lessons, they listen attentively to the teacher, cooperate with one another and are mostly well behaved. Pupils respond well to teachers' expectations and reminders for behaviour. Pupils who have emotional and/or behavioural difficulties make satisfactory progress in improving their behaviour. Outside the classroom, pupils' behaviour is mostly good. In the dining room, they behave well and there is a very good social atmosphere as pupils of different ages eat together. In the playground, pupils' play is quite boisterous although they get on well with each other and happily mix with different age groups. Pupils believe that football sometimes causes arguments. There have

been no exclusions from the school in recent years.

14. Pupils make good progress in their personal development. The school is an inclusive community in which pupils develop confidence and learn to get on with one another. In lessons, they are developing good social skills and work well together in small groups. They have very good relationships with their teachers and this helps to promote an atmosphere where pupils feel they are able to express their ideas and feelings. Older pupils are maturing well although their relationships are not as positive as others in the school and there is some aggressive behaviour towards others from a small number of pupils. Pupils respond well to small opportunities for taking responsibility, such as acting as lunchtime servers and ringing the bell. However their initiative in terms of their learning is less well developed because they are unaccustomed to discussing targets and assessing for themselves how they need to improve.

15. Year 6 pupils say that they have enjoyed their time at the school and that they are looking forward to moving on to secondary school. They say that the school is 'a friendly place where you know everyone' and appreciate the fact that 'teachers have more time for you' because of the small school size. There is currently no formal forum for pupils to air their views. However, those spoken to during the inspection expressed their appreciation of the recent opportunity to discuss their views of the school with the headteacher. They have clear ideas about what could be improved in the school, such as the playground facilities and the decoration of the school's interior.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. As at the time of the previous inspection, teaching is good. It varies from being satisfactory to being very good. No teaching seen was unsatisfactory. Very good lessons were observed in all classes. More than nine out of ten lessons were good and nearly one in five was very good. Overall, teaching is much more consistent than during the last inspection.

17. The teaching of personal, social, emotional, creative and physical development is good for the nursery and reception children. This provides a really firm start to the children's education and prepares them well for the learning they do later on in the school.

18. Lessons that were good or very good, show consistent strengths. Teachers' subject knowledge is good and management of pupils within the classroom is sensitive and effective. Good use is made of resources, with pupils excited about what equipment will be used for a lesson. Teachers do not waste time in lessons, maintaining a brisk pace in their teaching, which further motivates pupils. There is sound knowledge of what pupils have covered previously in lessons. Education care workers (ECOs) and volunteers are deployed appropriately, giving support to pupils who need it most, either because of their prior attainment or because of the complexity of the task they are undertaking. All teachers use a range of suitable teaching methods.

19. There are four key elements, which characterise the very best teaching observed:

- high expectations;
- teachers' enthusiasm;
- behaviour management;
- resource preparation;

20. The expectations of teachers are high for all pupils, including high attainers and those with special educational needs. This ensures that all pupils are learning at a secure but challenging pace and promotes good progress. The enthusiasm demonstrated by the

teachers for many of the subjects they teach, which created a buzz of excitement and a *frisson* of anticipation in the classroom, further motivates pupils. This enhances the progress pupils make within the lesson further and encourages a general love of learning. The teachers' good management of lessons and of pupils' behaviour encourages pupils to relate well to one another. This also has a positive impact on learning. There is particular strength in the diligent manner in which teachers and ECOs prepare resources for their lessons.

21. However, in some lessons, teachers' planning does not consistently address individual needs. Whilst teachers know the pupils in their classes - indeed, in the school - very well, this does not always translate into specific targets for a lesson or sequence of lessons. High-attaining pupils are taught sometimes in groups for extension activities in, for example, mathematics. This gives them the opportunity to progress at an individual pace and offers them suitable challenge at these times.

22. Pupils with special educational needs benefit from the inclusive atmosphere promoted by teachers. However, the targets identified in pupils' individual education plans are not always as specific as they could be. Tasks that have been arranged for them do not always take account of the difficulties of individual pupils, with insufficient attention paid to the use of simplified language, prompts including work sheets or objects of reference to promote and secure understanding. Support of this group of pupils from ECOs is usually very good. However, just occasionally, the support is too intrusive, with pupils unable to work or think for themselves for any length of time.

23. The setting of individual targets for pupils is not sufficiently strong. The teachers' undeniable knowledge of a pupil does not translate as regularly as it should to targets that are specific to that pupil.

24. The second area where teaching can be improved further is in the use of day-to-day assessment to direct and define lesson plans. Although teachers know exactly what their pupils have covered, the knowledge of what they have actually learned is not used to adapt subsequent lessons as often as it should be.

25. The third aspect of teaching that is not as good as it should be is the setting of homework. Parents identified some confusion as to the policy and practice of setting homework. Inspectors agree that this could be clearer and adhered to more consistently. The governing body already has a revised and more unambiguous homework policy in draft.

26. Pupils enjoy learning and concentrate well throughout the school because the teaching stimulates their interest. For example, in a mixed activities lesson for the reception and year 1 pupils, the tasks planned and prepared, including some to develop artistic skills, motivated and excited the pupils. As well as learning art and design skills, the session provided was very positive personal and social education. The discussions that the teacher, ECO and helpers had with the pupils provided a real purpose to the learning. Pupils were interested and concentrated hard. Their behaviour and attitudes were very positive. At the end of the period, they were proud of their achievements.

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

27. The school provides a satisfactory range of worthwhile learning activities that meet the needs of all pupils. Most weaknesses identified at the last inspection have been satisfactorily remedied. All subjects now have sufficient teaching time and there is a new scheme of work for music. All strands of ICT are now taught, but there is still some way to go for standards to improve. ICT teaching is hampered by an unreliable internet connection.

28. Some subject policies are missing or are out of date.

29. Planning of lessons for the youngest children in the reception year and below is not as well focussed on the relevant areas of learning as it could be, relying too heavily on the National Curriculum targets which are for older pupils. Planning for pupils in year 1 to year 6 is satisfactory overall. English and mathematics have a high priority and unevenness in the time allocated to mathematics for pupils in different years has been eliminated. Teachers make good use of national guidance in planning for pupils of different ages in the same class, and long, medium and short-term plans are satisfactory. Planning has improved since the last inspection.

30. The National Literacy Strategy and National Numeracy Strategy are well established. Both the strategies are having a positive impact on pupils' standards, although new approaches to teaching spelling have yet to fully work through to rising standards of writing in year 6.

31. Other subjects follow a two-year planning cycle in order to cater for mixed-age classes. Whilst planning is sound overall, there are inconsistencies in the quality of planning among different teachers. As a result the school cannot guarantee that pupils do not unnecessarily repeat work or that knowledge and skills develop systematically as pupils progress through the school.

32. All pupils have equal access to the curriculum, although there are no formal policies that set out how the school provides for gifted and talented pupils or how the school meets the needs of pupils who speak English as an additional language. Provision for the education of pupils with special educational needs is satisfactory.

33. The school provides satisfactorily for pupils' personal, social, health, sex and relationships and drug awareness education. The citizenship and PSHE (Personal, Social and Health Education) scheme of work is very detailed and embraces a wide range of relevant topics. However, it is not yet fully established in the timetable. In a good year 5/6 lesson, pupils discussed positive approaches to resolving conflicts. Principles of negotiation - "talk about the problem and discuss how to solve it" and compromise - "compromise is a balance" were discussed in relation to playground disputes. Aspects of sex, relationships and health education are treated sensitively and appropriately through science and religious education, in topics such as "good health" and "puberty and human reproduction". However, the school acknowledges that provision is too fragmentary at present and that more needs to be done to draw the threads together into a coherent teaching programme.

34. Visits to places such as Sudbury Hall for work in history and the local quarry for environmental studies, and visitors from the Peak Park Rangers, local clergy, a steel band and artists all enrich lessons and make valuable contributions to pupils' learning. The year 5/6 residential trip provides good opportunities to exercise self-responsibility, to develop independence and to take part in adventurous outdoor pursuits such as canoeing and climbing. The trip contributes well to pupils' personal development. The school provides a satisfactory range of after-school activities including sporting activities and pupils do well in local tournaments. However, the overall range is limited, as mentioned by parents.

35. There are satisfactory arrangements for introducing children into the reception class, including a programme of home visits, and for supporting pupils' transfer to secondary school. Information transfer is smooth and pupils visit their new school for a day to meet their new teachers. More could be done to develop links with other schools, for example to share expertise and to develop subject links to help older pupils as they prepare to move on.

36. Provision for pupils' spiritual development is satisfactory, though planning is not well developed. In assemblies, pupils have opportunities for prayer and reflection on themes such as the gift of water and what makes things special, and to develop their personal esteem through celebrating their achievements. At other times, subjects such as art and English contribute further to pupils' spiritual development, for instance through opportunities to express themselves creatively in painting or poetry, for example.

37. Provision for pupils' moral and social development is good. All adults provide good role models and establish a caring atmosphere where pupils are valued and respected. The system of rewards and sanctions is well known and understood by all pupils. Adults give clear and consistent messages about what is right and what is wrong. Pupils are expected to behave well, to be honest and respectful to others. There are limited opportunities for pupils to help with day-to-day activities such as setting up equipment for assemblies, and supervising younger pupils at lunchtime. More could be expected, especially of older pupils. The good provision for moral development is reflected well in the positive attitudes and good behaviour shown by pupils.

38. Provision for pupils' cultural development is good. Pupils study their local environment, both now and in times past, and understand well how dependent the area is on key industries such as farming and quarrying. Many pupils are active in local "Well Dressing" celebrations. The school has good links with a multi-ethnic school in London. However, in art classes, most of the work discussed is that of Western artists. Pupils meet up for combined activities when their London visitors come to Youlgrave for their annual residential visit. Pupils learn about life in other places around the World in geography, a visiting steel band brings Caribbean life into the school and pupils prepare food from places such as China in food technology lessons. The school promotes racial equality satisfactorily.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. This is a small, caring school with a well-established place in the local community. Staff know all the pupils and their families well and ensure that pupils are supported whatever their needs or backgrounds. Parents say that they can approach the school with any questions or concerns about their children's welfare or progress and that the small school environment has a positive impact on their children's well-being.

40. Catering staff provide an excellent range and quality of lunches for the pupils. They plan menus to match curriculum topics and lunchtimes are an integral part of the school day. They are appreciated by teachers and pupils alike.

41. There are satisfactory policies and procedures in place to ensure the health and safety of pupils and staff. Child protection procedures are followed correctly and training is planned for the headteacher in order that he can fulfil his role as the child protection co-ordinator. There is good provision for first aid and staff care well for pupils who hurt themselves or who are unwell. All staff, including office and domestic staff, contribute well to the school's caring ethos.

42. Procedures for monitoring and promoting attendance are satisfactory. The school secretary uses electronic systems well to monitor attendance and to identify absence patterns. A policy of 'first day calling' ensures that the school knows the whereabouts of its pupils and accounts for the very low rate of unauthorised absence. Registration procedures do not, however, meet requirements. Registers are taken at 9.30 am after pupils have been in school for half an hour. This means that, until registers are taken, there is no accurate record of who is in school and this contravenes health and safety requirements.

43. There are good procedures for promoting and monitoring pupils' behaviour. All adults have clear and consistent expectations and support pupils well when they have difficulties. As a result, pupils know what is expected of them. Pupils are praised for their attitudes towards others and their efforts at personal improvement. Staff provide good role models in their attitudes towards pupils and each other, and pupils follow their example. The school's procedures for monitoring and eliminating oppressive behaviour are satisfactory although there are some incidents of bullying which are not formally recorded. Pupils say that they would normally go to their parents if they have worries but appreciate the headteacher's recent involvement in an incident which they feel was dealt with well. Parents are clear that any bullying will be dealt with appropriately by staff.

44. Pupils' personal development is monitored and supported well. They are helped to mature in preparation for their move to secondary school. Good relationships, clear expectations and the use of praise to motivate and support pupils are particularly good features of this provision and provide a good foundation for their learning. Staff know the pupils very well and work hard to support them as they move through the school.

45. Children entering the school before they are five years old are assessed soon after they start in the class. This provides good information for the teacher and ECO to track progress very quickly. Arrangements to assess pupils' academic attainment and to track progress in year 1 to year 6 are unsatisfactory. Assessment in English and mathematics is based on annual standardised tests, and for science it is based on annual teacher assessments. Although records give a satisfactory view of overall progress, they do not show strengths and weaknesses in the different aspects of each subject and consequently they are of little value in planning what pupils need to do next. Some use is made of assessment information in setting short term learning targets in English, but practice is inconsistent throughout the school. Year 6 pupils take many mathematics practice papers as they prepare for the annual national tests, but this information is not used to identify what pupils need to do to further improve. The assessment and tracking of progress made for pupils with special educational needs mirrors that for other pupils, and is satisfactory. There is little analysis of assessment information at present, for instance to compare boys' and girls' performance.

46. Assessment procedures in place for other subjects are informal, other than the new profile for children under-five.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. As reported at the last inspection, there is a well-established partnership between parents and the school. Even though it has been through an unsettled period, parents have maintained their support for the school. They appreciate the way in which staff kept up the positive links through this period and the way in which the new headteacher has settled in so well to the school community.

48. Parents have good views of most areas of the school's work. They say that there is a 'family' atmosphere in the school and some choose to bring their children to the school from outside the village because they attended the school themselves. They feel that the school expects their children to work hard and do their best and are pleased with the progress that they make as a result of good teaching. Most parents say that they are comfortable with bringing questions or problems to the school and that these are dealt with well. The school has satisfactorily addressed the previous issue about how complaints are dealt with and publishes a clear policy in its prospectus.

49. Parents are less happy with the quality of information that they receive about their

children's progress and some feel that the school does not work as closely with them as it might. Some say that pupils' end of year reports are not clear enough and that they find some of the educational jargon hard to understand. They would like a clearer indication of how well their children are achieving in comparison with national expectations. At the last inspection, parents also asked for more information about what is taught and this is still the case. Some parents are also concerned about the provision for homework. The inspection team finds that the provision is unsatisfactory because the school does not adhere to its homework policy. Pupils in year 6 also told inspectors that they do not feel that they have had enough homework this year and that they are worried about the prospect of homework in their secondary school.

50. The inspection team agrees with parents' positive views of the school but because of their criticisms feels that overall the effectiveness of the school's links is satisfactory rather than the very good picture reported at the last inspection.

51. Inspectors find that the quality of information provided for parents is unsatisfactory. Although parents have good day to day contact with teachers who are readily available at the end of the day to speak to parents, there are insufficient formal opportunities for parents to meet teachers to discuss their children's progress. Currently these consist of a meeting for parents of children new to the school, one in the autumn term for parents whose children have changed classes and one for all parents at the end of the summer term. This means that, for some parents, there is a long gap between formal parent-teacher meetings and parents say that discussing their children's progress at the end of the school year is too late to be helpful. Pupils' end of year reports are not helpful enough to parents because teachers do not have sufficient assessment information to enable them to report precisely on what pupils know, understand and can do in each subject of the curriculum. As a result, there is a lot of similarity between reports.

52. Regular newsletters keep parents well-informed about school activities. There is good involvement by parents in the school's work because parents value the school's position in the local community. Some parents regularly help in school and give good quality support to activities such as reading, swimming and visits outside school. The active School Association and Friends of Youlgreave School hold fundraising and social events and encourage all parents to support the school and to get involved with its activities. These are well supported. There is good involvement of parents in their children's learning at home and school. Most hear their children read and support after-school activities. The extent of parental involvement in the school has a good impact on pupils' learning and contributes to the 'family' atmosphere that they describe.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Despite being in post for less than three months, the headteacher had already had a very positive impact on the school. The firm foundation built over many years by the previous headteacher has already allowed new developments that are significantly enhancing the education provided. The headteacher is providing excellent leadership. He has a clear vision for all pupils to achieve the highest possible standards. Along with the governing body, he has steered the school through the potentially difficult transition from one successful and well liked headteacher to another. He recognises where standards can be improved and he has already set appropriate priorities for further development. He is working well with the team of teachers and other staff and provides a good role model through the quality of his teaching and management. Improvement of policy documents that are in need of updating and of teaching guidance that make clear the school's expectations as far as assessment is concerned, is in hand. This ensures a more consistent approach to the use of assessment throughout the school.

54. The role of the curriculum co-ordinator is developing satisfactorily. Each teacher has to carry a large number of subjects and the reallocation of these to ensure better balance, is fair and sensible. The consistent approach of all subject co-ordination is based on the fact that in this small school, teachers talk informally a great deal about what is going on in lessons. The co-ordination of English, mathematics and science is more effective than that in other subjects, though of course music is almost exclusively taught by one teacher. The practicalities of this work well, despite the teacher concerned being only employed on a supply basis. The focus of all co-ordination is increasingly on improving standards of pupils' performance to the maximum levels possible.

55. The co-ordination of special educational needs and assessment is also developing, but currently mainly rests on informal discussion and advice. The headteacher is taking the role as special needs co-ordinator and he has identified a range of developments in this aspect of his work. Pupils with special educational needs are being correctly identified and individual education plans are in place and reviewed each term. There are good systems in place to track individual pupils' progress from the reception year to year 6, but data has only recently been analysed on anything other than an individual basis. The information is beginning to be used appropriately to set realistic but challenging targets for improvement in English, mathematics and science. The tracking of children's progress in the nursery and reception is well developed and links into the systems established in the rest of the school, though using different formats may not be best use of teachers' time.

56. The governing body has worked hard and been very successful in supporting the school through a potentially difficult period. There is very effective communication between the governors and the school, in particular through the diligence and conscientiousness of the Chair, who spends a significant amount of time in classrooms each week. The governors are committed to improving pupils' achievements and extending opportunities available to them. They fulfil their duties and responsibilities satisfactorily. They have an effective committee structure that covers all aspects of the school's work.

57. Governors have a good understanding of the strengths of the school and areas for development. Along with support from the local education authority link adviser, they have helped the new headteacher produce a revised school improvement plan which builds on the very comprehensive document left by the previous head. This shorter-term plan gives full details of improvements that are being pursued immediately by the new head. The plan gives detailed targets, time-scales, costs involved, success criteria and responsibilities. Governors and staff make strenuous efforts to involve parents in their children's education and parents are rightly pleased with the way that the school is led and managed.

58. Although classrooms are appropriate and functional, accommodation overall is unsatisfactory. The main difficulties are caused by the structure of the building, and the governing body have firm plans already in process to address these. For example, a secure and private area for the headteacher to speak to parents or on the telephone is planned for the next year. There is no separate safe area for under-fives to play in, which hampers aspects of their physical and social development. The school has firm plans to rectify this.

59. The school has sufficient staff to support its pupils and to provide the curriculum. The complex model of part-time work is effective. However, the use of a supply teacher to manage music within the school curriculum, although a short-term measure, is not ideal. The governing body are addressing this urgently.

60. Resources in all subjects are appropriate, but throughout the school, there are a small number of books that are no longer useful. Resources for under-fives are not well developed. The school's use of technology is hampered severely by the lack of a consistent connection to the internet. The governing body, staff, and the local educational authority are well aware of this and have tried hard to rectify the faults, but little permanent progress has been made, so far. This unreliability has had a knock-on effect in reducing the usage of PCs in some classes, as teachers could not rely on access when they needed it.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should:

- (1) improve the school's use of new technology, especially access to the internet;
*(see paragraph 60) **
- (2) extend the planning for and assessment of pupils' progress in subjects other than English, mathematics and science;
(see paragraphs 31, 45, 55, 106, 113, 118, 118, 122, 134)
- (3) ensure that assessment data is used to plan for individual pupils on a specific basis;
(see paragraphs 31, 45, 55)
- (4) rectify the weaknesses in the accommodation, especially in providing for proper office space, and a separate outdoor play area for under fives;
(see paragraphs 58, 70)
- (5) ensure that registers are taken at the start of the school day and that pupils arriving after this time, are recorded as late;
(see paragraph 42)
- (6) improve the quality of reporting to parents, especially about pupils' attainment and the progress they have made.
(see paragraph 51)

The following less important areas for development should be included in the action plan:

- The regularity and consistency with which homework is given, and parents understanding of this; *(see paragraph 25) **
- The opportunities pupils have to take on responsibilities, as they get older; *(see paragraph 37)*
- The planning for pupils' spiritual development; *(see paragraph 36)*

**The Governing Body and Headteacher have already identified these areas for improvement in the School Improvement Plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	11

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	16	2	0	0	0
Percentage	0	18	72	9	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	69
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	12

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

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

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Total
	2002	3

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	3	3	3
Percentage of pupils at NC level 2 or above	School	100%	100%	100%
	National	84%	86%	90%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	3	3	3
Percentage of pupils at NC level 2 or above	School	100%	100%	100%
	National	85%	89%	89%

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	7	10	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	5
	Girls	8	8	9
	Total	12	12	13
Percentage of pupils at NC level 4 or above	School	71%	71%	76%
	National	75%	73%	86%

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	4	3
	Girls	7	7	8
	Total	9	11	11
Percentage of pupils at NC level 4 or above	School	53%	65%	65%
	National	73%	74%	82%

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	69	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.35
Number of pupils per qualified teacher	20.57
Average class size	23.66

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	61

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Recruitment of teachers

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

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	191,396.00
Total expenditure	176,257.00
Expenditure per pupil	2,554.00
Balance brought forward from previous year	22,283.00
Balance carried forward to next year	15,138.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	71
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	46	2	0	2
My child is making good progress in school.	48	46	4	2	0
Behaviour in the school is good.	42	44	8	4	2
My child gets the right amount of work to do at home.	23	54	15	4	0
The teaching is good.	46	50	4	0	0
I am kept well informed about how my child is getting on.	31	44	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	46	50	2	0	2
The school expects my child to work hard and achieve his or her best.	38	56	4	0	0
The school works closely with parents.	43	44	13	0	0
The school is well led and managed.	37	40	6	0	13
The school is helping my child become mature and responsible.	37	54	8	2	0
The school provides an interesting range of activities outside lessons.	15	44	15	15	10

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

62. The nursery and reception age children are taught in the class with year 1 pupils. Only a few of this class are under five years of age, so generalisations must be treated with some caution. The children enter school with average attainment in personal and social development, in communication, language and literacy, in mathematical development, in creative and physical development, and in knowledge and understanding of the world. In literacy, children's attainment on starting at the school is average, but their communication, language and verbal skills are sometimes below average. The quality of teaching is good overall and much of the teaching seen was very good. However, there are aspects of planning that could be improved. The work of the ECO is very good and adds to the quality of education.

Personal, social and emotional development

63. The children make satisfactory progress and achieve what is required in their personal, social and emotional development. They are likely to be at expected levels by the end of the reception year.

64. The quality of teaching in lessons is good. The children come to school happily. Members of the staff greet the children and their parents warmly. The class routines are well known by the children. On nearly all occasions, they behave well and share resources with others willingly, such as animals from the farm set. On one occasion, four girls played very co-operatively with the set, without argument or mishap. When the whole class is taught together, these youngest children settle well and listen carefully to the teacher or other adults. They are able to concentrate because they find the learning interesting. For example, the whole class went on a trip to the nearby playing field, and before they set off, the youngest children sat and listened mindfully to the teacher's instructions and ideas. Sometimes, children find it difficult to wait for their turn to speak, but this is a measure of how interested they are in the experiences and activities the teacher offers.

Communication, language and literacy

65. Nearly all children are likely to be at the expected standards by the end of the reception year. The quality of teaching is satisfactory and the children make sound progress in their learning. A few may not be at the level expected for language skills.

66. Many of the children in the nursery and reception age group have the confidence to talk in front of others, especially when excited by the topic under discussion. The teacher encourages children's speaking and listening skills and works hard to engage them in discussion. The time set aside for children to discuss together in a group with an adult is used productively, as children have good opportunities to air their views and to listen to the thoughts of others. When children have difficulty communicating their ideas, the teacher and other adults take time to find out what they mean through supportive and helpful questioning.

67. The teacher's planning builds on what the children already know. Records are kept of the progress they make, and this helps to decide what is taught next. However, the planning of lessons to develop children's skills in reading, speaking and writing is not sufficiently focussed on the early learning goals appropriate for this age group. In practice, the teaching is good and sometimes very good: staff know the children well and organise an exciting range of activities which move children's learning on at a steady pace. Many of the children

can read simple words, especially those in familiar stories. They are developing their understanding of the sounds that letters make. They use clues from pictures and illustrations to help read unfamiliar text. All talk about pictures in books and respond to familiar stories and rhymes with enjoyment. Many of the children can write their names clearly, though the quality of the letter shapes is still variable. Other provision for writing development is effective, such as the handwriting practice activity in the “play school” area.

Mathematical development

68. By the end of the reception year, children are likely to reach expected levels. The quality of teaching is satisfactory and often good. The children make sound progress in their learning. They learn to count, first to ten, then count backwards to zero. Later they extend this to twenty and the most able can join in with the older pupils counting to one hundred or counting in tens and in fives. Most children count groups of one, two or three animals correctly, whilst the higher attainers recognise the numbers in a group without the need to count. The teacher and ECO encourage the children to sing rhymes that develop their understanding of number and counting skills. Many of the reception age children recognise and name numbers from zero to ten and can order numbers in this range. Some can recognise simple shapes and with help, count the number of sides and corners.

Knowledge and understanding of the world

69. The children are likely to be at the standard expected nationally by the end of the reception year. The quality of teaching and the children’s progress is satisfactory. The teaching staff develop children’s interest in the world around them satisfactorily, for example, on visits and when visitors come into to classroom. The children work with adult helpers to cook banana cake and to make tropical fruit salad: they develop a greater understanding of other cultures as learning about the local community is supplemented with work (in this instance) on the Caribbean. The children made good progress in the lesson and really enjoyed the activity. However, there were opportunities to enhance learning further that were missed, as the planning for the lesson was not sufficiently focussed, and opportunities to assess what the children had learned were not fully taken up.

Physical development

70. The children are likely to meet national expectations by the end of the reception class. They make good progress, as the teaching is good. However, the children are not given enough opportunity to develop their skills in an outdoor environment. The range of appropriately sized wheeled vehicles to steer is very limited. Nevertheless, the use of the nearby scout hall gives them a good chance to work with basic physical education equipment. They take responsibility for getting out and replacing the equipment and respond well, if slowly, to this. The planning of lessons lacks specific challenge for groups and/or individuals based on their level of attainment: more able children could be capable of more. All the children respond positively to physical education lessons and behave well with enjoyment.

71. The children have ample opportunities to develop their cutting skills, such as when they cut out shapes for their frieze of figures and buildings. The teacher and ECO support children well in the use of computers, which helps children to improve their skills at controlling the ‘mouse’ effectively. Children use construction toys with understanding, for example making “one zombie with a head and one zombie without a head”! They can mould and sieve sand at the sand tray.

Creative development

72. Children achieve well, helped by the overall good quality of teaching. They are very likely to be at or above national expectations by the end of their time in the reception class. They have a wide range of artistic, imaginative and creative experiences during their time in the class. The play imaginatively in the play house, which during the inspection, was set up as a Victorian school house. They paint enthusiastically and print with sponges and combs. They stick with adhesive tape and some can use scissors to create the shapes they want, with little help. In the best lessons, the co-operation in working together with the same materials is very good. They know a range of songs and many sing with verve.

ENGLISH

73. Because of the small number of pupils involved in nationally administered tests, statistical comparisons are not valid. During the inspection, it was clear that the standards that pupils attain are average in all aspects of English, both at the end of year 2 and the end of year 6. In fact, the progress made by pupils is at least satisfactory, and many make good progress in comparison with their previous work. Unconfirmed test results from 2003 suggest that pupils are doing well.

74. At the end of year 2, standards are average in reading and writing, and average in speaking and listening. Pupils have made satisfactory progress since entering the school and in speaking and listening skills, many have progressed well. There is no statistically significant difference between the attainment of boys and girls, although this is not well monitored in the school. The subject co-ordinator and headteacher have identified assessment and analysis of the differences between attainment of boys and girls as an area to develop in the next year. At the end of year 6, pupils have made satisfactory progress and are average in their reading, writing, speaking and listening. Pupils with special educational needs usually make good progress, because they are well supported by ECOs.

75. All pupils receive a good range of tasks that develop reading and writing skills. The teaching sets appropriate expectations for writing and all pupils from year 2 up, use computers to assist and develop their written work. For example, year 2 pupils use lists of words in a word bank, whilst year 6 pupils write match reports on the All Saints Sports day. Year 2 pupils write and redraft stories such as the Gingerbread man and can create tongue twisters such as "Sheep sound silly singing songs". They also use descriptive language well, writing sentences such as "The fish in the pond were splashing and the water lilies bloomed". Above average pupils read accurately and with expression, but other pupils lack expression and often do not notice punctuation. Pupils use a range of strategies to decipher unknown words, including looking at pictures and using their knowledge of letter sounds. Less able pupils rely more on memorising the text.

76. In year 6, nearly all pupils' writing is joined up and legible. Pupils in year 5 and year 6 both use descriptive writing well. For example, two year 5 pupils wrote about "...the gabbling sound of excited children..." and "...the loud coughs of people, being attacked by the smell of fuel...". Year 6 pupils work on longer pieces over a period of time and their work shows that they are set an appropriate range of writing tasks. Reading texts are matched carefully to pupils' abilities. Pupils have knowledge of non-fiction texts and read for information. However, although most use index pages to identify page numbers in a book, not all are able to scan pages to locate information quickly. Pupils have a suitable range of strategies to decode unknown words and can use a dictionary if they are unsure about meaning.

77. The quality of teaching throughout the school is mainly good, but lack of more specific target-setting for individual pupils, results in satisfactory progress. Pupils usually know what

it is they are going to learn, as this is shared with them at the beginning of lessons and reviewed at the end. Whole class discussion times are used well to check pupils' knowledge and understanding. Teachers use a good range of questions at different levels of difficulty to investigate this. The pupils are usually given time to think and to answer fully, but not all pupils in years 1 and 2 speak clearly and have an extended vocabulary. Most answers they give are fairly brief, but relevant. The school has focussed less on the teaching of speaking and listening skills than on spelling and reading: thus, it has a less high profile in teachers' planning and recording.

78. There are not currently sufficient opportunities for pupils from year 2 to year 6 to work on reading and writing tasks that are specifically set for their level of ability. This reduces the progress they could be making.

79. Record keeping in English is good. Records of reading are kept in reading logs that are sometimes used to communicate between home and school. However, there is some inconsistency in the way that they are used. There is not always a clear link between the assessments that teachers and others carry out, and the work planned next for a pupil or group of pupils.

80. Overall, planning to develop speaking and listening skills in English and in other subjects is not as strong as it is for reading and writing. There are opportunities throughout the school to build on these areas, but they are not as well organised as they could be.

81. Pupils are managed very well and their behaviour is good. Occasional minor misbehaviour is dealt with effectively without any undue fuss so no time is wasted. Teachers mark work regularly and suitable comments are given about how it might be improved. There are often differences in the tasks set for pupils of different abilities, but this does not happen in all lessons.

82. Information and communication technology is being used appropriately by all pupils to assist their learning in English, but with more focus in the later years. For example, pupils in year 6 write about visits they have made and about their history topic, the Egyptian Pharaohs.

83. The subject is managed successfully. The co-ordinator is well informed and takes the lead in developing the subject. This is beginning to have a positive impact in all classrooms, for example as target setting for individual pupils' needs becomes more specific. However, analysis of the wealth of assessment data that is available has only just started, in terms of possible differences in gender, age, and progress made.

MATHEMATICS

84. Pupils in year 2 make good progress and are expected to reach above average standards in the national tests for seven-year-olds. They achieve well in reaching these levels of attainment. Pupils make good progress in years 3 to 6 and achieve well in relation to their earlier standards. Current year 6 pupils are on target to reach average standards in the national tests for eleven-year-olds this year, reversing a previous declining trend. Boys and girls perform equally well.

85. By the age of seven nearly all pupils add and subtract accurately, confidently working with numbers up to 100 or more. A small number of lower attaining pupils make occasional calculating errors. Pupils are learning to multiply and divide. They know a satisfactory range of multiplication tables. Pupils tell the time and they measure and weigh familiar objects in centimetres, grams and kilograms. Pupils use their number skills to solve simple problems, such as adding shopping totals and finding change, but do not use decimals sufficiently in

writing amounts more than £1.

86. By the age of 11, pupils have sound mental and written calculating skills, working with whole numbers and decimals, percentages and fractions. Most pupils calculate accurately, but lower attaining pupils have an insecure grasp of place value which leads to errors especially in multiplication and division. Pupils have a good understanding of the area and perimeter of shapes based on rectangles and squares. They use protractors to measure and draw angles, and know that angles in a triangle add up to 180 degrees. Pupils make satisfactory use of their numeracy skills in other subjects, for example drawing graphs to show the results of science experiments and weighing ingredients in design and technology.

87. During the inspection, lessons seen were good, but because of weaknesses in individual target setting over time, teaching and learning are satisfactory overall. Brisk whole class sessions at the start of each lesson revise and extend pupils' mental mathematics skills well. Teachers target pupils with challenging questions that make them think, - "How can we find half of $3\frac{3}{4}$?", - and use pupils' answers to identify areas that need further attention. "We need more work on fractions!" was the conclusion in this lesson.

88. Teachers make good use of ECOs, either in teaching whole year groups or in supporting pupils with special educational needs. All pupils are fully involved in lesson tasks, and pupils of all abilities make equal progress. Good class management and high quality classroom relationships ensure that pupils behave well. Pupils have good work attitudes. As a result, lessons get on without interruption, they are busy and teachers generally achieve what they set out to do.

89. The National Numeracy Strategy is well established and lessons follow the recommended three-part structure. Teachers plan effectively for pupils of different ages and abilities. Planning ensures that pupils' knowledge and skills develop systematically as they get older, and satisfactorily addresses most strands of the subject. However, pupils have too few opportunities to develop problem solving and investigation skills, especially in year 3 to year 6. This limits the progress they make in devising their own methods of working, recording findings and explaining their results, for example describing patterns using formulas.

90. When it is set, homework supports the work that pupils do in school satisfactorily. However, there are periods when the amount set for older pupils especially does not match with the school's homework policy.

91. Subject organisation and management is satisfactory. Teachers keep satisfactory records of pupils' progress, but not enough use is made of assessment information in planning what pupils need to do next. The school has sufficient text books and practical equipment to support teaching and learning, and teachers use these resources effectively in lessons.

92. Improvement since the last inspection is satisfactory. The time allocated for mathematics is now satisfactory, the National Numeracy Strategy has been successfully introduced and pupils' standards are higher now than previously. However, more still can be achieved, especially in developing older pupils' problem solving skills.

SCIENCE

93. Pupils reach average standards in science by the end of year 2 and year 6. Pupils make satisfactory progress and achieve satisfactorily in relation to their overall ability and

previous standards.

94. By the end of year 2, pupils carry out simple experiments, for example to decide which wallpaper is the most hardwearing. They record results in tables and rank the different samples that they are given in order. They are beginning to learn how to make a test “fair”, using, for instance, the same person each time to carry out the rub test to eliminate variation in the results. By the end of year 6, pupils develop this understanding further, and know for example that repeating experiments and averaging results will help eliminate experimental error in measuring. Higher attaining pupils make informed predictions - “the spinner with the most paper clips will fall fastest” - they analyse results, often by drawing graphs, and make conclusions such as, “because it was the heaviest and had a greater pull of gravity”.

95. Pupils have a secure knowledge of plant and animal habitats and lifecycles. Year 2 pupils know for instance that “The churchyard is a good habitat for plants and animals. We found daffodils, spiders, snails.... .” and other long lists! They know what foods are healthy (apples) and what are not (burgers) and that “all medicines are drugs, but not all drugs are medicines. Drugs change how your body works. ” By the time pupils reach the end of year 6, they have a good understanding of human reproduction and how their bodies develop through puberty. Science makes a good contribution to pupils’ health, sex and drug education.

96. Year 2 pupils have a sound knowledge of materials. They discover for instance that “heat travels fastest through metals and slowest through wood” and they classify familiar materials according to whether they are hard or soft, rough or smooth and so on. Year 6 pupils explain forces and other natural phenomena well. They use language such as “Newton” and “orbit” correctly, and explain well for example how the tilt of the Earth affects the four seasons around the World.

97. The quality of teaching and learning is satisfactory overall and good in the year 2, 3 and 4 class. Materials to be used in practical work are prepared ahead of the lesson, so that time is used effectively. There is a good emphasis on practical investigations and experiments, which has led to improved standards in this aspect of the subject since the last inspection. Lower attaining pupils and those with special educational needs make satisfactory progress. ECOs manage groups effectively and teachers support the learning of lower attainers well by providing structured recording sheets that reduce the amount of writing they have to do. Classes are well managed, relationships are constructive and most pupils behave well. However a small number of older pupils do not listen well enough to instructions and interrupt lessons by calling out. This slows the lesson down and affects the learning of others in the class.

98. Teachers’ subject knowledge is variable. Where it is good, teachers explain work well and make clear what they are looking for in the work that follows. However, in a lesson on growing a yeast culture, the explanation of how varying two factors (placing the culture in a cool or warm position and providing or withholding sugar) was not clear. Later discussion was led too much by the teacher, which restricted opportunities for pupils to work out results for themselves.

99. The adoption of national guidelines ensures that pupils experience sufficient breadth of study, and there is a simple system for tracking pupils’ progress. However, this gives little detail about different strands of the subject, and when linked with inconsistencies in planning, it is hard for teachers to ensure that pupils’ knowledge, skills and understanding develop systematically on what they already know. Teachers do not follow the school policy on homework. There are no entries in the science homework books seen in the samples of pupils’ work presented for inspection.

100. Improvement in science since the last inspection is satisfactory. Weaknesses in planning for practical work and the over-reliance on worksheets have been satisfactorily addressed. Standards are rising in line with national improvements. However, there are no targets for further improvement in the school development plan.

ART AND DESIGN

101. Standards are average for pupils at the end of years 2 and 6. Pupils make satisfactory progress, including those with special educational needs.

102. Pupils at the end of year 2 create pictures of creatures such as the koala bear or the parrot, and concentrate on tone and shading. By using a colour palette, they learn about colour and how one relates to another. They develop designs for Greek urns, using two colours of paper. They also paint in a single colour, to explore shade and hue. At the end of year 6, pupils create Caribbean designs in paint and the most able produce very eye-catching, detailed work. They complete more complex pictures, too, using cut out paper to depict planets, then building these up using coloured chalks on black backing paper. All have made printed and over-printed designs, the best of which are very attractive. Some have worked effectively on drawing with perspective, for example the view down a terraced street.

103. The progress that pupils make is linked to the satisfactory teaching of art and design. Planning is reasonably effective, but sometimes focuses too much on the outcome of the activity, rather than on the skills or knowledge that are to be learnt by doing it. So, for example, pupils in year 1 made lovely figures for a "Near and Far" frieze, but the learning objectives were not sufficiently focussed on appropriate knowledge, like exploring the visual and tactile elements of colour, texture and shape. This reduced the effectiveness of an otherwise very well thought out activity. In year 6, pupils made masks and the activity was driven by clear targets for the pupils. This gave the lesson a real sense of purpose and pupils responded particularly well. They worked and learned with a positive attitude. The masks that were being created were papier-mâché, some full face, others just covering the eyes, but all demonstrated careful work.

104. Pupils in all classes learn about the history of art and using pictures by well-known artists, they have developed a good understanding of a variety of work. They also reproduce features of their work, so that for example, pupils in the youngest class draw pictures after the style of Matisse, Lautrec and Hockney. Year 6 pupils are able to name artists ranging from Andy Warhol to Monet and to discuss features of their lives and paintings. Most of the work discussed is that of Western artists and artists from other cultural backgrounds are not well represented.

105. The enthusiastic teaching leads to good attitudes towards the subject among the pupils. The lesson when years 5 and 6 pupils were creating masks, being a busy period (using two classrooms, paint, water, scissors, etc.) was an opportunity for silly behaviour, but all the pupils concentrated on the work in hand, which demonstrates how much they get pleasure from art and design. The care that the teachers take in displaying the pupils' work not only enhances the self-esteem of pupils but also raised the status of the subject. However, not all art work is labelled with the name of the pupil or pupils who were responsible for it.

106. Co-ordination of art and design is satisfactory, but as yet there is not a sufficiently robust programme of work to ensure that pupils really build on their skills and knowledge as each year progresses. Planning is satisfactory, but there is no system for assessing and recording pupils' attainment. Resources are satisfactory and equipment is used effectively in

lessons.

DESIGN AND TECHNOLOGY

107. There is insufficient evidence to judge overall standards, pupils' achievements, and improvements since the last inspection.

108. The limited amount of work seen was up to national expectations for pupils of the same age. Space rockets and model bridges made by year 2, 3 and 4 pupils and quarry vehicles made by year 5 and year 6 pupils are robustly constructed and attractively finished. Some of the quarry vehicles include pneumatically driven tipper mechanisms and electrically driven wheels. Pupils have a satisfactory understanding of the "design, make, test and evaluate" cycle appropriate for their age. Pupils in year 1 to year 4 draw simple pictures to show what they intend to make and write briefly about how successful their products are. Year 5 and year 6 pupils work from a design brief, and once work is completed they consider what aspects of their designs work well and how they could be improved, for example, "the most difficult problem was getting the fence to stand up. We solved it by making the posts smaller" in an evaluation of the additional settings they made for their quarry vehicles. However, there is a wide range in the quality of writing. Lower attaining pupils write very little and there are frequent spelling mistakes.

109. Only one design and technology lesson was seen during the inspection but the quality of work that pupils produce shows that teaching overall is good. In the lesson seen the teacher's infectious enthusiasm transferred very effectively to the class, who worked hard on making background settings for the space rockets that they had made previously. Clear time targets added to the sense of urgency, and well-prepared templates ensured that pupils were able to make a prompt start on the practical work. Pupils worked well in groups and completed the task. They evaluated their work, explaining how they had set about designing their rockets and referring to the shapes they had used. The teacher praised work appropriately, drawing attention to the methods pupils had used in the construction of their work and how some had developed special finishes such as glossy surfaces using PVA glue mixed with water as a glaze. The lesson was very good.

GEOGRAPHY

110. There is insufficient inspection evidence to assess overall standards, progress and achievement, the quality of teaching and improvements since the last inspection. Pupils reach expected levels of attainment in the limited range of work seen. No geography lessons were seen during the inspection.

111. By the age of seven, pupils have satisfactory knowledge of how life in Youlgrave compares with that in the Indian village of Chembakoli. They know for example that in Chembakoli many villagers rely on water pumped from wells, whereas in Youlgrave "we have running water so we have lots to drink." They know that the weather is hot and that parts of India are very wet. Pupils develop satisfactory map skills. They draw simple maps with keys to show how a settlement develops over time, for example from its origins as a river crossing to the development of housing and recreational facilities such as parks.

112. By the age of eleven, pupils have a satisfactory knowledge of the basic types of climate experienced in Europe. They draw graphs to show how the weather in places such as Malaga and Korunna varies. However, work is too descriptive, and does not for instance explain **why** different places experience different climates and weather patterns. Pupils study the impact of the local Shining Bank Quarry on the locality. They know for example that it makes an important contribution to the local economy, although it creates dust pollution,

leads to lots of noise and heavy lorries contribute to traffic congestion. Pupils' map skills are under-developed. For example they have poor understanding of how to use grid references to locate position and cannot explain common symbols used on maps.

113. It is not possible to judge the quality of teaching and learning overall. However, some limited judgements are possible. Field visits contribute well to pupils' learning. Work is generally appropriate, but there is an over-reliance on worksheets in some classes which restricts pupils' opportunities to develop their own writing and reach higher levels of attainment. Although planning is generally satisfactory, there is no system to track pupils' progress.

HISTORY

114. Only one lesson was seen, in year 5 and 6. However, pupils' work was analysed, teachers and pupils were interviewed and displays examined. On the basis of this evidence, pupils attainment in on track to meet national expectations at the end of year 2 and year 6.

115. In year 2, the pupils are able to sequence events, for example the lives of families including their own from grandparents to themselves. They study the lives of Ancient Greeks and know about stories such as Theseus and the Minotaur and about Greek gods such as Zeus, Hermes and Aphrodite. They know about the battles of Thermopylae and Salamis and understand the differences between wars fought on land and at sea. Most know that a Doric column is less ornate than a Corinthian column.

116. By the end of year 6, pupils are able to use a range of information to discuss historical ideas and write their own accounts of events. For example, pupils used pictures of Victorian England to make hypotheses and deductions about the Ragged Schools and the importance of the 1880 Education Act. They know about punishments such as the dunce hat and the cane! Pupils are able to retell and record events in a wide variety of ways, including on time lines, in pictures and through stories.

117. The teaching seen was very good. The teacher showed good subject knowledge and very clear use of explanations. Question-and-answer techniques to extend pupils' understanding were very useful and appropriate. Planning is sound, following the scheme of work. Thus it provides structure for steady gains in pupils' skills and understanding. Tasks set are challenging. Sometimes they are a bit too difficult for those with special educational needs. These pupils sometimes need more concrete examples to help them understand concepts, and the setting of more straightforward tasks.

118. There is a history scheme of work, but no policy. The co-ordinator is aware of this and will shortly issue one. These, together, meet the requirements of the National Curriculum and provide a good basis for teachers to plan work that is progressively complex as pupils move through the school. Assessment of pupils' progress is at an early stage and there is no whole school system to record the gains in knowledge and understanding. Resources for the subject are barely satisfactory, with too few artefacts, but a good range of books, supplemented with borrowed library books. Good use is made of visits and visitors to bring history to life for the pupils of all ages.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Very little teaching of information and communication technology was observed during the inspection. However, the pupils demonstrated that they are on track to meet national expectations at the end of year 2 and year 6. Teachers and ECOs seen teaching with computers use appropriate language and pupils enjoy learning.

120. In year 2, pupils know that information can be presented in different forms and use a computer keyboard to write stories and letters, such as to a friend about ways to stop bullies and about the difference between India and Youlgreave. They use a keyboard and mouse to select items via icons and menus. Many use painting programs.

121. In year 6, the pupils amend their text within a word-processing program, and sometimes combine this work with art, produced using a paint program. They collect data about, for example, the length of British Monarch's reigns and display it using a spreadsheet. They know how to use CD-ROM programs to retrieve and print information. They use clipart and images in documents like their work on Egyptian Pharaohs. There was little evidence of attainment in other aspects of ICT such as control and use of programmable toys.

122. The planning for use of ICT in support of cross-curricular work is not as good as it could be. Teachers know their pupils well, but there is little evidence of a secure approach to the support of literacy, numeracy and other subjects.

123. The co-ordinator has sound knowledge of the subject. He motivates and supports colleagues by maintaining informal contact with them. He is aware that some threads of the curriculum, including modelling and data handling, although covered, are less well emphasised than others. Resources such as PCs, printers, and programs are generally adequate.

MUSIC

124. Pupils' standards in year 2 and year 6 are in line with national expectations in the limited range of work seen during the inspection. There is insufficient evidence to judge pupils' progress or to evaluate changes overall since the last inspection.

125. There has been some improvement in provision. There is now a satisfactory scheme of work for music, and teaching is good. A visiting temporary teacher, who has developed the scheme of work, takes all classes for music. Pupils have further opportunities to sing in school assemblies and to learn to play string and brass instruments. However, there is no formal co-ordination or management of the subject.

126. Assembly singing is broadly satisfactory. Pupils sing with some enthusiasm but older pupils especially do not always sing in tune and performance lacks much musical expression such as attention to dynamic range. Singing is better in lessons because pupils are taught well. A year 2, 3 and 4 class performance of "I believe I can fly" was good. The teacher emphasised the need for correct posture when singing, and directed the performance well. Pupils clearly enjoyed singing the song.

127. Both lessons seen were very well organised. Work was demanding and captured pupils' imagination well. Year 5 and year 6 pupils work in small groups to compose their own songs, both words and music, with titles such as "It's a magical world". The teacher uses her expertise as a pianist and singer very well to inspire pupils and to help them develop their compositions. Pupils had clearly worked hard over several lessons and were keen to rehearse their songs before recording them. Singing was mostly in tune, but instrumental accompaniments were not secure and further rehearsal would undoubtedly improve the quality of performance. Pupils listened respectfully to each group's performance and made sensible, considered suggestions for improvement. Overall, the lesson was a very good musical experience.

128. A small number of pupils take instrumental lessons in violin and brass instruments

from visiting specialist teachers. This is a good extension to normal school provision, and provides a good link with the local secondary school, where there is a brass band.

129. There is no system for assessing pupils' attainment and progress. The temporary arrangements for teaching music and managing the subject are effective, but are not as secure as they would be if based on a contracted teacher, rather than a supply teacher. The governing body is aware of this and is seeking a more robust long-term solution.

PHYSICAL EDUCATION

130. The standards pupils reach at the end of year 2 are in line with national expectations, judged from a limited range of lessons seen during the inspection. No year 6 lessons were observed, so it is not possible to comment on attainment. There is insufficient evidence to judge how well pupils progress.

131. Year 2 pupils run in space without colliding with their peers and perform balances on the floor. They understand the difference between running and jogging. They sprint, move with very large steps, and in very small steps. They know the importance of using one's arms when running. Many can talk fluently about body changes after exercise. When using a racquet, some can bounce the ball repeatedly into the air, but few can bounce it on the floor this number of times. Most can throw quoits and bean bags accurately.

132. The overall quality of teaching seen is satisfactory. The strengths are most evident when teachers are confident about the activity, for example, in running, and in concern for the pupils' health and safety. Lack of confident subject knowledge in some aspects of games, for example in tennis, leads to opportunities to use vocabulary such as 'forehand' and 'backhand' being missed. This is detrimental to the progress that pupils make. Teachers have suitable expectations of the pupils' abilities for their age, but there is little setting of different tasks for different ability levels. Sometimes, too little attention paid in planning the lesson leads to difficulties in grouping of pupils: these may turn out to be almost completely single gender, or take a very long time to arrange.

133. Pupils learn happily and enthusiastically in lessons. They are well behaved, watch demonstrations with interest and try their best to follow instructions and improve their performance. During some team games, such as that requiring repetitive throwing of a large ball at speed by a small group, the pupils demonstrate a genuine commitment to team work, competition and fair play.

134. The curriculum followed is satisfactory, but too little attention has been paid to ensuring that all pupils make appropriate progress. Regular opportunities for assessment are not yet included with the teachers' planning and when assessments are made, they do not always lead to the re-focussing of future lessons.

135. The school has the use of the nearby Scout Hall for PE activities but this is small, especially for the older pupils. Planned improvements to the playground should assist teachers in the teaching of some skills that involve ball games, by making it less likely that balls disappear over the wall and need to be retrieved.