

INSPECTION REPORT

BURBAGE PRIMARY SCHOOL

Burbage, Buxton

LEA area: Derbyshire

Unique reference number: 112520

Headteacher: Andrew Guttman

Lead inspector: Margaret Coussins

Dates of inspection: 28th June – 1st July 2004

Inspection number: 255656

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	325
School address:	Cavendish Avenue Burbage Buxton Derbyshire
Postcode:	SK17 9AE
Telephone number:	01298 22278
Fax number:	01298 22278
Appropriate authority:	The governing body
Name of chair of governors:	David Lewis
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

Burbage is a larger than average primary school on the outskirts of Buxton. The majority of pupils live in local owner-occupied housing and are from backgrounds which are generally much more favourable than those found nationally. Pupils' attainment when they start school is, overall, better than expected for their ages. Almost all of the 325 pupils on roll are from a white British background. The school has a growing population. There are 11 classes, four with mixed year groups. The percentage of pupils eligible for free school meals is below average. 18 pupils, a well below average proportion, have been identified as having special educational needs, mainly for specific and moderate learning difficulties. In 2002 the school received a Healthy Schools Award and a Schools Achievement Award. In 2003 the school received an ECO Schools–Bronze Award for recycling initiatives. Over the last 18 months the school has had to deal with some very difficult and tragic situations including the death of a pupil and a key member of staff. These losses have had an impact on staff, pupils and the community and an acknowledged disruption to learning prior to the 2003 tests.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
16084	Margaret Coussins	Lead inspector	Mathematics, physical education, art and design
19653	Libby Dickson	Lay inspector	
11746	Robin Coulthard	Team inspector	English, music, religious education
32475	Nick Butt	Team inspector	Foundation Stage, science, design and technology
19897	Arthur Evans	Team inspector	Information and communication technology, history, geography, special educational needs

The inspection contractor was:

e-Qualitas Limited

Langshaw
Pastens Road
Limpsfield Chart
Oxted
Surrey
OX26 4UL

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burbage is a good and effective school with many strengths. The headteacher and staff create a very positive environment for learning in which pupils achieve well. By Year 6 standards are well above average in English, mathematics, science and art and design, and above average in many other subjects. The quality of teaching, leadership and management are good. The school is a happy and vibrant place where pupils gain confidence and learn to be responsible. The school provides good value for money.

The school's main strengths and weaknesses are

- Pupils' achievement is good and they reach well above average standards
- Pupils have very good attitudes to their work and they behave very well
- The quality of pupils' writing and their work in art and design are of a very high standard
- The quality of teaching has improved since the last inspection and is good overall with a large proportion of very good teaching
- The curriculum is very well planned with very good opportunities for pupils to take part in activities outside of lessons
- The headteacher provides very good leadership and has driven the rise in standards and created a very positive climate for learning
- Subject leaders do not always have enough time to develop their roles and influence the quality of teaching and learning
- There have been significant improvements in accommodation, but some classrooms are too small and the temporary accommodation, which is in poor condition, lacks flexibility; these issues place limitations on what children can do

Since the school was inspected in 1998, improvement has been very good. The points for development in the report have been dealt with very effectively. Standards in writing are now well above average and lesson planning is very good and based on clear guidance of what should be taught. Assessment has improved significantly because it now identifies the next steps pupils need to take in their learning, which helps teachers to set targets for improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A*	B	E
mathematics	B	A	B	D
science	C	A	C	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The inspection team acknowledges that, due to difficult circumstances beyond the control of the school, there were major disruptions to learning in Year 6 in the time leading up to the 2003 tests, which are reflected in the results.

Achievement is good overall. In the reception year and Years 1 and 2 children achieve very well because of very good teaching. By the time they join Year 1, the majority of children exceed the expected standards. Pupils achieve well in Years 3 to 6 and current standards in Year 6 are well above average in English, mathematics and science. The unconfirmed Year 6 results for 2004 show significant improvement since last year, particularly in writing which has been a priority and focus for the school. Constraints of the physical environment, mainly the cramped conditions in some classrooms, particularly in Years 3 to 6, can limit some methods of teaching and learning which would enable pupils' achievement to be even better than it is. Pupils, including those with special

educational needs and higher attainers, achieve well in relation to their starting points because they are supported effectively and given lots of encouragement. Standards are well above average in art and design and above average in most other subjects.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils have very good attitudes to learning. They are enthusiastic, confident, interested in all the work they do and enjoy learning. In lessons and around the school, pupils are very well behaved and form very good relationships with other children and adults. Pupils develop mature, sensible and caring attitudes in their work and play. Attendance is above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

The quality of teaching and learning is good overall. Very good teaching for children in the reception year is very well planned and staff have high expectations. Teaching is generally very good in Years 1 and 2. Where teaching is very good, teachers provide challenging and interesting work to really make the pupils think and enjoy learning. Teaching assistants make a very good contribution to pupils' learning throughout the school. Teaching in all the lessons observed was at least satisfactory and in most lessons it was either good or very good. In a few lessons, time is not used well and pupils are not given enough opportunities to investigate and try out their own ideas. As a result, they do not achieve as well as they could. The curriculum is very good and provides very effectively for all pupils. The school has a good partnership with parents and takes good care of its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher's very good leadership ensures that the school makes good progress in implementing its aims and realising its vision. Subject and phase group co-ordinators lead well. The governing body is well organised and very supportive of the school and its work. Governors make a very good contribution by monitoring developments and providing appropriate challenge and questioning when there are important decisions to be made about the future. The school runs very smoothly from day to day. The headteacher, supported by the senior management team, carries out rigorous analyses of performance data as a basis for improving standards. Subject leaders, who receive good guidance in managing their roles, do not always have time to work with colleagues to share good practice in the classroom as a way of ensuring that teaching is of a consistently high quality.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. Overall, parents feel that teaching is good and that teachers expect the children to work hard to achieve their best. They believe the school encourages pupils to become mature and responsible. Pupils say they like coming to school, find lessons interesting and enjoy learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are

- Evaluate the quality of teaching and learning more rigorously to ensure that even more teaching matches the very good practice seen
- Continue to pursue ways and means of upgrading aspects of the accommodation so that different methods of teaching and learning are not limited by lack of space or by the constraints of the poor condition of temporary accommodation

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good, which is an improvement since the last inspection. As a result, by the end of Year 2 and Year 6, they reach well above average standards overall. Children in the reception year achieve very well in all six areas of learning and most exceed the expected standards.

Main strengths

- Pupils achieve very well in the reception year and Years 1 and 2 and by Year 6 standards in English, mathematics and science are well above average
- The 2003 Year 2 test results were well above average in writing and mathematics and very high in reading
- Children get a good start to school in the reception year
- Standards in art and design are well above average throughout the school and they are above average in most other subjects

Commentary

1. Results in the 2003 national tests at the end of Year 2 showed a very good improvement since the last inspection. More Year 2 pupils achieved level 3 (higher than the expected level) than nationally, particularly in reading and mathematics. The Year 2 results have been consistently well above average over recent years when compared with all schools and compared with those gained by similar schools (schools with a similar proportion of pupils eligible for free school meals). Standards seen during the inspection reflect these results and represent very good achievement. The very good teaching pupils receive in Years 1 and 2 is the main reason for this success, which builds upon and encourages pupils' very good attitudes to learning.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	18.3 (18.0)	15.7 (15.8)
writing	16.6 (15.9)	14.6 (14.4)
mathematics	18.6 (18.5)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year.

2. Results in the 2003 tests at the end of Year 6 were above the national average in English and mathematics and average in science. When compared with results gained by similar schools (schools whose pupils attained similarly at the end of Year 2) standards were well below average in English and science and below average in mathematics. The school community acknowledges that due to difficult circumstances beyond the control of the school there were major disruptions to learning in the time leading up to the 2003 tests, which are reflected in the Year 6 results. Current standards are well above average in English, mathematics and science and pupils achieve well. The unconfirmed Year 6 results for 2004 show a substantial improvement, particularly in writing, which has been a priority and focus for the school. Indications are that almost one half of Year 6 pupils have achieved level 5 (higher than the level expected for their age) in writing. Pupils, including those with special educational needs and higher attainers achieve well in relation to their starting points because they are supported effectively and given lots of encouragement.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (30.3)	26.8 (27.0)

mathematics	27.9 (29.3)	26.8 (26.7)
science	29.0 (30.8)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3. When children start school, their skills are generally above average and during their time in the reception year they achieve well in all areas of their learning. Very good arrangements for starting school ensure that children settle well and are confident and excited by their learning. By the end of the year, most exceed the expected standards. This is because teaching is very good and teachers make learning relevant and fun. Children become increasingly independent and make rapid progress in their language, literacy and numeracy skills.
4. Pupils' achievement in English, mathematics and science is good. Standards in speaking and listening are well above average because teachers provide many stimulating opportunities which enable pupils to share and communicate their ideas and understanding. Pupils are articulate, confident and engaging speakers and these well developed skills support all aspects of their learning. Pupils are fluent, confident readers early in their school life and standards are very high. By Year 6, many have well developed tastes in literature and read regularly for pleasure. Good support from parents at home helps pupils achieve well and consolidates their progress. Pupils are confident, willing writers. They enjoy writing and write for many different reasons and in different styles, but always with a clear purpose, which helps them achieve well. Their writing in English lessons and in other subjects is impressive in its quality and quantity. In mathematics, standards are well above average with almost two-thirds of pupils gaining Level 3 (higher than the nationally expected level) at Year 2 and more than the national figure gaining the higher Level 5 in Year 6. Pupils' skills at handling number are particularly well developed in whole-class "mental warm-up" sessions, which begin most mathematics lessons. In science, standards are well above average and pupils achieve well mainly due to the many opportunities for investigative work.
5. Standards in art and design are well above average, and standards are above average in most other subjects. In each case, a combination of a very well planned curriculum, good and often very good teaching and good leadership are the main reasons for the pupils' successes.
6. The leadership of the school has a sharp focus on raising standards. Management strategies are focused on tracking standards and pupils' achievement rigorously. Where teaching is very good, it is having a positive impact on raising standards and all pupils, including those with special educational needs and more able pupils achieve well. Pupils are achieving better now than at the time of the last inspection when standards in English, mathematics and science were above average and, in most other subjects, standards were average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships with others are very good. Their personal development, including their spiritual, moral, social and cultural development is very good. Pupils enjoy school, arrive punctually and attend regularly.

Main strengths

- Pupils are keen to come to school and have very good attitudes to learning
- Behaviour is consistently very good
- Relationships between pupils of all ages are very good and they respect one another's feelings
- Pupils' personal development, including their spiritual, moral, social and cultural development is very good
- Attendance is above the national average

Commentary

7. Pupils' very good attitudes to work make a positive contribution to their learning. In lessons, they are well motivated and attentive as a result of good and often very good teaching, coupled with interesting work. They listen carefully to teachers' explanations, are keen to answer

questions and eager to attempt the tasks they are given. They work well together, as shown in a Year 2 science lesson where pupils worked in small groups to plan and carry out an investigation into plant proliferation. They achieved well because of their good co-operation, launching into the task with energy and commitment. Outside lessons, pupils take a pride in the school environment and enjoy taking part in the wide range of extra-curricular clubs. They are friendly and cheerful, and talk confidently and enthusiastically with visitors.

8. Behaviour, both in lessons and around the school, is very good; pupils are aware of what is and is not acceptable and they have a good understanding of the school rules. They value the merit system and readily accept the principle of sanctions as an appropriate response to instances of poor behaviour. The school has a clear anti-bullying policy that makes it clear that it will not be tolerated. Parents and pupils feel confident that any incidents will be dealt with swiftly and effectively. There have been no exclusions.
9. Pupils' personal development is fostered very well. This begins in the reception class where very good relationships are established. Children have very good examples of how to work and play together and, as a result, they co-operate and learn to share and take turns. As they move through the school, this development continues, with pupils maturing into responsible members of the school community. They show respect for each other and for their learning environment. They observe everyday courtesies very well, remembering to say 'please' and 'thank you', offering to help adults and hold doors open for others. Pupils readily take initiative and welcome responsibility. They carry out jobs in classrooms and around the school, and those who are members of the Environment Club or are chosen as representatives on the Children's Association take their roles seriously. Pupils show their care and concern for others by supporting a number of charities – they recently raised a substantial sum for Sports Relief. Older pupils automatically look after younger ones. Consequently, there is an atmosphere which reflects the very good ethos of the school.
10. Spiritual development is promoted through assemblies, which include time for prayer and quiet reflection, and through subjects such as religious education, art and history. Opportunities for spiritual education are also provided through the emphasis on feelings, which dominates circle-time sessions, and the importance attached to caring for the school and the wider environment. The range of visits pupils undertake, the extra-curricular activities and residential visits, enhance pupils' social development. Cultural development is well promoted in their studies of other countries and religious traditions. A varied programme of visits to theatres, art galleries and museums also help to broaden pupils' cultural awareness.
11. Attendance is consistently above the national average, and most pupils arrive at school on time. The rate of unauthorised absence is higher than the national average because the school has a policy of not authorising any term-time holidays. The school monitors attendance and punctuality well, and follows up any unexplained absences promptly.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.8
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching is good so pupils learn quickly. The curriculum is very good. Pupils are cared for well. The school has a good partnership with parents and good links with other schools and the community.

Teaching and learning

The quality of teaching is good and, as a result, pupils learn effectively and achieve well. Teaching is very good in the reception year and Years 1 and 2 and achievement is very good. Assessment is good. The quality of teaching has improved since the last inspection.

Main strengths and weaknesses

- Very good teaching in English, mathematics, art and design and design and technology ensures that pupils learn effectively and achieve very well
- Teaching assistants make a very good contribution to pupils' learning
- Planning is very effective and work is well matched to pupils' needs
- Pupils have very good attitudes to learning and always try their best
- In a few lessons, time is not used well and pupils are not given enough opportunities investigate and try out their own ideas, and so they do not achieve as well as they could

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	14 (40%)	12 (34%)	8 (23%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

12. There have been good improvements in the quality of teaching and learning since the last inspection when just 12% of teaching was very good or better. The amount of good and very good teaching has increased and assessment, where good practice was uneven, is now consistently good. Whole-school planning and clear guidance and information for what to include in lessons have ensured continued improvement in teachers' professional practice. Teachers create a very positive atmosphere where pupils are eager to learn.
13. In the reception year and Years 1 and 2, teaching is generally very good. In the reception year, teachers have high expectations and planning is comprehensive, covering the six areas of learning very well. The consistency in the good co-ordination of Years 1 and 2 has had a positive impact on the quality of teaching.
14. The national strategies for literacy and numeracy have had a very positive impact on the quality of teaching in these subjects. The school has drawn effectively on the national plans and the range of teaching and learning strategies to ensure that they work well for its pupils. Most lessons begin with a lively whole-class session in which teachers check what the pupils already know and introduce new work. For example, an excellent Year 5/6 English lesson started with the teacher giving an animated introduction and explanation of the purpose of a lesson based on personal responses to reading and writing for characters in a text. Excellent planning and structure to the session, along with very high expectations, resulted in well above average standards and pupils' achievement was excellent. The teacher's use of role-play and skilful questioning techniques were inspiring and motivating. Pupils were given the freedom to organise themselves and be independent and the teacher's thorough knowledge of individual needs and achievement meant all pupils, including those with special educational needs, sustained their concentration and were determined to succeed.
15. In a very good mathematics lesson for Year 2, the teacher planned the lesson on telling the time as a direct consequence of a weakness in their understanding and knowledge in previous lessons. This was an example of very effective use of assessment to guide lesson planning. Pupils' progress was monitored carefully throughout the lesson and any remaining misunderstandings were corrected. Less able pupils were supported very effectively by a teaching assistant and so, by the end of the lesson, all pupils had achieved very well and standards were well above average. The teacher used the final part of the session very productively to ensure that this was the case.
16. Standards in art and design are well above average because of very good teaching and pupils' very good attitudes to learning. For example, in a Year 5 lesson, pupils responded with enthusiasm from the outset as the teacher referred to them as artists which motivated them to do well and gave them confidence. They learnt the technique of drawing perspective and the teacher gave them a real reason for this which linked to work in history. They were engrossed, absorbed and fascinated by

their learning. Throughout the lesson, pupils had time to reflect, evaluate and improve their skill and at one point the teacher offered a choice which provided a challenge to pupils. Pupils learnt very well because of the teacher's confidence and knowledge in the subject and teaching strategies which allowed pupils to take responsibility and risks in their learning.

17. Where teachers have very high expectations and make good use of time, pupils achieve well. In a Year 2 design and technology lesson, pupils investigated different materials to design and make models of a beanstalk to use as scenery in a play. The teacher maintained a good balance of time for designing, making and evaluating and expected pupils to justify and explain choices they were making. This meant that pupils had a good understanding of the whole process which they recorded carefully. Their good writing skills helped them to achieve well. Teaching in design and technology is very good. Pupils achieve well because teachers have high expectations and devise exciting tasks. For example, Year 5 and Year 6 pupils tasted biscuits as part of their research into designing a new product.
18. In the few lessons where teaching was satisfactory, but had weaknesses, the main faults were concerned with time not being used well, lack of opportunities for pupils to investigate and try out their own ideas and not enough challenge for more able pupils. For example, in an English lesson in Year 5, too much time passed before pupils worked at any tasks and discussed their ideas. As a result, some became inattentive and, when they did start, it was not made clear how long they had to complete an activity. This meant that pupils did not achieve as well as they could. Although teachers generally use questioning very well, in this lesson, questions were not of enough depth to challenge the thinking of the more able. In a science lesson in Year 3, opportunities were missed to find out what pupils already knew and to extend their thinking.
19. There is a homework policy and often pupils benefit from individual tasks which consolidate learning in lessons or work on projects over a period of time. Practice is inconsistent, however, and parents are sometimes unclear about the nature and purpose of homework tasks.

The curriculum

The curriculum is very good and provides very effectively for all pupils. A very good range of activities outside lessons enriches the curriculum. The accommodation is unsatisfactory. Resources are good.

Main strengths and weaknesses

- The curriculum is very well planned
- The very good range of extra-curricular activities is very popular with pupils
- Visiting professionals enhance what the school provides in a good range of areas
- The school offers an attractive learning environment but the small size of some classrooms and the poor condition of temporary buildings restrict teaching methods

Commentary

20. The school provides a very good curriculum that gives pupils the full range of academic experiences. The overall planning of the curriculum has shown very good improvement since the last inspection. National strategies in literacy and numeracy are well established, and planning is governed by a curriculum overview that ensures very good provision for all pupils at each stage. The quality of writing across subjects has undergone very good development in the past year. Pupils' personal development is systematically provided for through a good programme of personal, social and health education that incorporates worthwhile opportunities for developing their understanding of citizenship. The local Agreed Syllabus is appropriately reflected in schemes of work for religious education. A strong element of world religions is included to give good opportunities for learning about aspects of a multicultural society, which is not a feature of the area in which the school is situated. The school has received the Healthy Schools Award (2002) and ECO Schools Bronze Award (2003) for good work in these areas.

21. Learning is enriched by very good provision of extra-curricular activities. These are popular and very well attended. They comprise mainly musical experiences in Years 1 and 2. In Years 3 to 6, pupils normally experience two residential trips and a wealth of other educational visits. Boys and girls participate in sports activities and benefit from the services of professional coaches. School teams regularly enjoy success in local competitive events. Drama and music are strong in the juniors, with a regular programme of performance in school and the community throughout the year. Instrumental music tuition flourishes, with a well planned and effective “buddy system” which ensures that pupils are not at a disadvantage when they miss parts of lessons. Expert visitors contribute to music, sport, religious education, environmental matters and assemblies and broaden pupils’ skills and experiences. The teaching of safe cycling has a high profile with Year 6 pupils.
22. There have been some significant improvements in the accommodation. Younger pupils have two new classrooms, the playground has been developed to provide a fenced football area and additional play facilities and the reception children have a secure outside area. The fabric of the main building has been improved with, for example, new windows, furniture and paintwork. These improvements have added to the quality of the learning environment and the children are pleased and happy with the playground developments. Despite these improvements, the accommodation is unsatisfactory because many of the classrooms in the main building are small and cramped for the number of pupils. The layout and poor condition of the temporary accommodation restricts pupils’ activities and achievements as a consequence of the limitations placed on the teaching and learning approaches. However, all accommodation is made pleasant and stimulating by very attractive displays, particularly of art. Staffing is good and soon to be strengthened at a senior level following the recent appointment of a deputy headteacher. Learning support staff are few in number but very effectively deployed.

Care, guidance and support

The school takes good care of its pupils. It provides pupils with good support, advice and guidance. The strong, caring ethos ensures that pupils enjoy and benefit from trusting relationships with many known adults in the school. The school involves pupils very well through seeking, valuing and acting on their views.

Main strengths

- The school provides well for pupils’ care and welfare
- There are very good arrangements to settle pupils into school and ensure that they are eager to learn
- Pupils are listened to and their views are taken seriously by the school

Commentary

23. All staff contribute very effectively to the strong ethos in which pupils are valued and cared for in a safe environment. Staff know the pupils well, and pupils confirm they feel confident to talk to teachers and teaching assistants if they have any problems. The very good relationships ensure that pupils have the confidence to ask for help if they need it.
24. Arrangements to ensure pupils’ welfare are good. Procedures to deal with first aid and the administering of medicines are well organised. All staff are trained in first aid including the administration of injections for specific pupils with medical conditions. Parents of children with medical conditions are particularly positive about this aspect of the school’s work and are confident that their children are well cared for whilst at school. A popular breakfast club is provided, and at playtimes pupils are well supervised by staff. The premises are checked regularly to ensure a safe and healthy environment.

25. Carefully managed induction procedures ensure that new entrants settle smoothly into school life. Parents and children attend sessions at the school, and these prepare them well for school routines and expectations. At the induction sessions reception staff get to know children well, and parents appreciate the quality and quantity of information exchanged before their children start school.
26. Pupils are well supported academically, which contributes well to their achievement. They are given targets to improve their work, and these are reviewed at regular intervals. Their achievements in school are rewarded with the presentation of certificates in assembly. Achievements outside school are also acknowledged and celebrated.
27. Pupils are very involved in the life of the school. Their opinions are valued highly, and the school takes these into consideration when reviewing practices and procedures. They have the opportunity to express views in circle-time in class, and know that they will be listened to. Their views are actively sought through the very effective Children's Association which plays an important part in the life of the school. The association has recently been involved in organising fundraising activities to improve the outside environment. Pupils are encouraged to pin their suggestions and comments on the Children's Association notice board, and these are discussed and followed up at the subsequent meeting.

Partnership with parents, other schools and the community

Links with parents, other schools and the community are good, and these strengthen pupils' learning and contribute well to their personal development.

Main strengths

- Educational visits and residential trips promote learning of good quality and promote pupils' personal and social development
- Parents are supportive of their children's education and are involved in school life
- Good links exist with other schools and Year 6 pupils are well prepared for the next stage of their education

Commentary

28. Parents are generally happy with the school and the education it provides for their children. They feel comfortable in approaching the school with any queries or concerns. As well as the informal contact with staff at the beginning and end of the day, they are aware that they can also contact the school at any time, with several parents commenting that 'the headteacher's door is always open'. Overall, parents feel rightly that teaching is good, that teachers expect their children to work hard and achieve their best, and that they encourage them to become mature and responsible.
29. The school actively encourages parents to support their children's studies, and provides them with a range of useful information. At the beginning of each term, teachers send a letter to parents detailing the term's activities and events. During the year the headteacher sends out frequent newsletters informing parents of school activities and inviting them to respond to curriculum and organisational matters. Pupils' annual reports give good detail on what pupils can do and how they have improved over the year. The reports have been revised recently, so that this year they will provide greater detail of targets for improvement.
30. Parents are very supportive of their children's education, both at home and school. School events and meetings, including parental consultation evenings, are very well attended. A significant number of parents make a valuable contribution through help in classrooms, on visits or in running extra-curricular activities. The Parents' Association is very active, meeting frequently and arranging a host of social and fundraising events which raise considerable sums for the benefit of the school. The headteacher also uses members of the Parents Association

as a parent consultation group. Opportunities for parents to express their views are also provided at the annual governors' meeting with parents, when school issues are raised and discussed. Although parents feel welcome in the school, a number said they would welcome the opportunity to attend their children's class assembly.

31. Links with the community are good and make a significant contribution to pupils' learning and to their personal development. Pupils benefit greatly from the range of educational visits and trips within and beyond the immediate community. Classes have recently made visits to the Manchester Art Gallery, the local library and the Sikh temple in Derby, and earlier in the term the whole school attended a performance of 'Tom's Midnight Garden' at the Buxton Opera House. The school takes part in the town festival and visits the local church. Pupils in Year 5 and 6 attend residential activity centres.
32. Links with local schools extend opportunities for pupils to take part in competitive sports events. The school works with other schools in a 'cluster' group, to raise standards by sharing expertise and training, for example on a recent project on learning styles. The provision and arrangements for pupils transferring to the secondary schools are good. Staff meet to discuss the transfer arrangements, and this ensures that pupils' individual needs are well catered for, and that pupils move on easily to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The headteacher provides very good leadership and clear educational direction for the school. Governance is very good, with an enthusiastic and very well informed governing body. The leadership of other key staff is good as is the effectiveness of management. Since the last inspection improvement in the effectiveness of leadership and management has been good and the work of the governing body has improved very well.

Main strengths and weaknesses

- The headteacher is very effective in raising standards and improving the school environment
- Leaders are successful in their commitment to ensuring that all pupils get the best out of school whatever their needs
- The governing body is very well informed and influential in developing the school
- Teachers, in their role as subject leaders, lack opportunities to observe and share good practice

Commentary

33. The headteacher provides very strong leadership for the school. Over his five years in the post, he has introduced changes and initiatives that have improved both the school's results and the climate and environment for learning. The school is making good progress in implementing its worthwhile aims and realising its vision. Results have improved in line with the national trend in both key stages.
34. Subject leaders receive clear guidance in leading their subjects. A purposeful emphasis is placed on the rigorous analysis of performance data as a basis for improving standards. This enables underachieving pupils to be quickly identified. All pupils are valued equally in the school. A strong ethos of mutual respect pervades the school, and pupils clearly enjoy attending.
35. Individual subjects are well co-ordinated. English is very well led and managed and a sustained initiative to develop pupils' writing has led to very good standards of writing across the curriculum.
36. Overall, management is good. Performance management works well for teachers, but non-teaching staff do not yet undergo this process as part of their development. Subject leaders receive a good level of guidance in managing their roles and do a good job. Documentation is of a high standard and provides detailed guidance for colleagues on lesson content and teaching method. However, subject leaders do not have time to work alongside colleagues to share good practice in the classroom as a means of achieving greater consistency in teaching across the curriculum. Senior managers work effectively. The school has functioned without a deputy headteacher for several years. Following a recent appointment, a new deputy head will take up her duties in September to strengthen the senior management team.
37. The governing body takes its responsibilities very seriously and ensures that all statutory requirements are met. Individual governors support the school keenly and have a thorough knowledge of all that goes on. They are linked to subjects, talk with co-ordinators and observe lessons. Teachers welcome this active support for their work. The governors' committees work effectively and benefit from the professional expertise of individual members. Governors make a very good contribution by monitoring and evaluating developments and by questioning and discussing proposals for future action. They provide very effective challenge to the school.
38. Long-term planning is effective. The school development plan contains relevant initiatives each of which has been carefully considered and, where they relate to pupils' improvement in the core subjects, the details of the expected outcomes are clear. The methods for judging the successful outcomes of many of the other initiatives are unclear.

39. Finances are managed efficiently, and governors are fully involved in spending decisions and in monitoring the budget. They have safeguarded the present staffing level despite current financial uncertainties. The day-to-day management of finances is efficient. Aids to pupils' learning are the support they receive at home and their enthusiastic approach to learning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	712,267
Total expenditure	674,285
Expenditure per pupil	2,134

Balances (£)	
Balance from previous year	62,850
Balance carried forward to the next	37,982

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision for children in the reception classes is very good. This is a considerable improvement since the last inspection when it was satisfactory. Children enter the school with standards that are above average, although standards in speaking and listening are lower. During the year they spend in the reception class all children achieve very well because of very good teaching. The curriculum is varied and interesting because teachers plan exciting, practical activities which are fun for the children and help them achieve well in all areas of their learning. By the end of the year, all children reach, and many exceed the expected standards. The teachers and learning support assistants work very well together as a small but dedicated team. Teachers have high expectations, and children work hard. The quantity of work produced is above what is normally expected, with rapid progress evident in the development of literacy and numeracy skills. Assessment of children's work is efficient, with very good record-keeping systems in place.
41. Leadership and management of the Foundation Stage are good. The co-ordinator is very experienced and knowledgeable about the needs of young children. Planning is comprehensive and covers the six areas of learning very well. Children develop independence and work with concentration and commitment because teachers provide activities which are relevant and purposeful. Parents are very supportive and help with work at home which helps children achieve very well. The outdoor area is now self-contained and effectively used to promote learning although it lacks a covered section for children to work when the weather is inclement.

Personal, social and emotional development

Provision in personal, social and emotional development is very good.

Main strengths

- Relationships between children and with adults are very good
- Children have very good attitudes to learning and co-operate together well

Commentary

42. By the end of the year, most children will exceed the expected standard and many are already exceeding the early learning goals in this area. Children work with concentration and perseverance on the tasks set and achieve very well. When they are selecting their own activities they co-operate very well. They are developing the ability to work independently. At the end of each lesson they have opportunities to reflect upon their learning. They listen very well to instructions and carry out classroom routines efficiently. Behaviour is very good. Children have developed a love of learning and approach their work with great enthusiasm. They really enjoy being in the classes and are keen to take part. The existing reception children relished the opportunity to prepare a song to perform to new children visiting the school. Relationships with staff and with each other are very good. Children's personal and social development is carefully recorded and monitored throughout their reception year.

Communication, language and literacy

Provision in communication, language and literacy is very good.

Main strengths

- Skills in reading and writing are very well taught
- Children make rapid progress in developing writing skills

Commentary

43. As a result of very good teaching, most children will exceed the expected standard by the end of the reception year. Many have already met the early learning goals in this area of learning. Children listen very well and are able to explain what they are doing. Children are encouraged to express their ideas clearly and to use talk to support their learning. For example, when the class was reading Jack and the Beanstalk, children enthusiastically discussed the story and were very keen to give their ideas

when asked to comment on what was similar or different from other Jack and the Beanstalk stories. The children know their ideas are valued and so they are confident to contribute. Standards in writing meet teachers' high expectations and work is well planned. Children are motivated to write through meaningful tasks, for example they "published" their own Jack and the Beanstalk books and the teacher gave them confidence by making them feel like real authors. Samples of writing are collected over time and show good progress. Reading is very well taught with an appropriate emphasis on learning sounds. Children are encouraged to respond to stories in imaginative ways, such as retelling them differently. They are very familiar with a very good range of stories, for example, they used their knowledge of the plot and structure of The Gingerbread Man to think of an ending for a class story. A love of reading is developed through shared stories and the provision of a good range of books around the classroom. Lessons are stimulating and exciting, with work well matched to children's abilities. Learning support assistants are fully involved and provide very good support and role models for children. Achievement is very good.

Mathematical development

Provision in mathematical development is very good.

Main strengths

- Activities are suitably challenging to help children take the next step in their learning
- Children receive a very solid grounding in early number skills

Commentary

44. As a result of very good teaching, most children will exceed the expected standard by the end of the reception year. Many have already met the early learning goals in this area of learning. Children achieve very well. All children can at least count to twenty accurately and most count back from 20. In one lesson, many children said what number was one higher than given numbers up to 50. They could all count in twos to 20 and knew odd and even numbers. A very large quantity of work has been produced in developing early numeracy skills, not only in number, but also in other areas such as measurement and shape and space. Teachers challenge the children through demanding mental arithmetic and good use of mathematical vocabulary. Resources are well used to make learning interesting, such as counting sweets and shells, and the role-play garden centre includes a shop. When small coloured plastic teddy bears were used by the teacher to demonstrate counting a set of objects, they were placed in such a way which prompted one child to say, "Look, they make a triangle", which they did! Support staff encourage children well through very good use of questioning and discussion and children work well in pairs and small groups. One child explained very clearly to her partner what they had to do, "We have to colour in 5 circles and there are 7 altogether so there will be 2 left." The outdoor area is well used to develop learning, as when children made pairs and worked out halves.

Creative development

Provision in creative development is very good.

Main strengths

- Teachers encourage children to use their imagination in many activities
- A good range of artistic techniques is taught and a good range of materials is used

Commentary

45. All children are attaining the early learning goals for this area of learning, and many are exceeding them. They achieve very well because teachers have high aspirations and encourage them to use their imaginations and teaching is often very good. Classes have attractive displays that demonstrate the good quality and range of skills, often based on work in other areas of learning. In one class the carpet area has been made into an underwater scene with mobile 3D fish hanging from the ceiling. A large collage illustrates a story the children have read with different paint effects used to create the background. Work of a high standard is produced, for example sunset paintings using a colour wash and silhouettes. Children enjoy music lessons, and beat percussion instruments in time as they did to rehearse a Jack and the Beanstalk song to perform to the new reception children, making

appropriately “angry giant” faces. They have designed their own musical instruments with careful use of pastels and they have also performed a class assembly to the whole school. Role-play areas show how children play creatively and co-operate well with each other. The “garden centre” was very popular, with children using their language and number skills to good effect.

Knowledge and understanding of the world

46. There is no judgement on overall provision because no direct teaching was observed. From conversations with staff and children and scrutiny of work on display and in books, children will reach and many exceed the expected standards. In particular the skills of designing and making are well taught. Children research tasks, draw up designs and evaluate the finished result. Good examples were seen of “sliders” such as a shark in an ocean and a rocket in space. A very good range of work is taught, including knowledge of other cultures and religions such as Judaism and the work of Mother Teresa. There are interesting activities based on real life experiences such as work around snails, leaves and plants. A good selection of text books supports this research. Children have also made little books about animals which are of a high standard. Computer skills are taught well, with good examples of drawing and writing. Sometimes opportunities are missed to use relevant programs during literacy and numeracy lessons.

Physical development

47. There are no judgements on provision or standards. Pupils cut out shapes very well. They thread string through holes, as when the new children made spider’s webs. Photographs show the children throwing and catching small apparatus and co-operating together to use the parachute in the playground. In the classroom they move sensibly and are aware of one another’s need for space.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is very good.

Main strengths

- Standards by the end of Year 2 and Year 6 are well above average
- Pupils’ speaking and listening skills are very well developed throughout the school
- Pupils become very keen readers and their written work is often substantial
- Overall, teaching is very effective and carefully planned to meet all pupils’ needs
- The two co-ordinators manage English very well and each is a model of good practice

Commentary

48. Pupils enter the school with above average ability. Inspection evidence shows that at the end of Year 2 and Year 6, standards are well above average, indicating good achievement during their time in the school. Achievement is very good in some lessons, particularly in Years 1 and 2. Improvement since the last inspection has been good.
49. In national tests in 2003, Year 2 results were very high in reading, and well above average in writing. Results in Year 6 were above average in English compared with all schools, although a substantially smaller percentage of pupils reached level 5 than was the case nationally. Girls did better than boys in reading and writing by about the same amount recorded nationally. In comparison with schools with a similar intake, English results in 2003 were well below average. Unconfirmed results for 2004 indicate a substantial improvement in writing, which has been a special focus in recent years, and continuing above-average standards in reading.
50. Speaking and listening skills are very well developed and are the basis of pupils’ success in English. Class discussions provide many stimulating opportunities for sharing and developing ideas and understanding. Very purposeful discussion led to very good progress in a Year 1 lesson. The pupils scoured the text of *Jack and the Beanstalk* for exclamations, questions and

statement as a means of getting to grips with the appropriate punctuation for each. They dramatically declaimed examples to help with the recognition. They subsequently added the correct punctuation to examples. Where they were not sure, they discussed it with partners. A few, in addition, made up statements, questions and exclamations appropriate to the story. A Year 5/6 group showed very good recall and powers of expression when comparing 'dilemmas' in books they had read. The ability to accommodate the views of others was a distinctive feature.

51. Pupils learn to read very fluently and confidently early in their school life. Their progress is enhanced by guided reading sessions, which develop their skills and understanding of texts. They read at home, where the good support they receive consolidates their progress. By Year 6, many pupils are avid readers. Their skills and understanding are extended by the detailed study of texts. They have well-developed tastes in literature, read regularly for pleasure, and recall enthusiastically what they have read. Research skills using reference material, thesauri and other sources are very well developed.
52. Writing develops very well in Years 1 and 2. Pupils develop a neat and accurate cursive style that leads to well-spaced and attractive presentation. Spelling is very good. Regular redrafting encourages accuracy. A consistent emphasis on the quality of writing means that, by Year 6, the work on display is very accomplished and often very substantial. The range of writing is wide, encompassing stories, poetry, description and technical writing, such as recipes, and pupils' own feelings and reactions.
53. Teaching is very good overall. Planning is very thorough and teachers' knowledge of the subject and their pupils' needs is very good. As a result, in almost all lessons, pupils are challenged over the whole range of age and ability. Planning was particularly effective in the mixed-aged classes. Resources are very well chosen to make tasks interesting. Lesson objectives are clear. The best lessons were characterised by fast pace, excellent use of time, including tight deadlines, and an infectious enthusiasm on the part of the teachers that motivated the pupils very effectively. Teachers' evaluations of work in progress in class are targeted very well to support and extend pupils. Assessment contains examples of very good practice, although some inconsistency in this is apparent. Some teachers set targets for individual pupils based on their recent work and check that these have been met. This clearly benefits their progress. In a few lessons that were judged satisfactory, the pace of learning was not efficiently governed by deadlines, or the task was not entirely appropriate for the full range of pupils.
54. Leadership and management are very effective. The English co-ordinators for each key stage work very well together, and each is a model of good practice both in her own enthusiastic teaching and in the attractiveness of her classroom as a learning environment. The schemes of work build very well at each key stage on existing skills and standards. The drive in recent years to improve writing in Years 3 to 6 has been managed effectively and successfully. Work is monitored across the department to assure standards, and good practice is shared through staff meetings and informal contact. The co-ordinators do not, however, have opportunities to work with colleagues in class to develop teaching further. The work of teaching assistants is very well managed and their impact, particularly on pupils' skills in reading and their appreciation of literature, is substantial.

Literacy across the curriculum

55. Reading, writing, speaking and listening develop very well across the curriculum. Substantial writing was noted in history and religious education. Teachers insist on the same high standards of literacy in all subjects. Pupils' very good attitudes mean that they are attentive and well motivated; they listen carefully and contribute readily to discussions.

MATHEMATICS

Provision in mathematics is very good.

Main strengths

- Standards are well above average by the end of Year 2 and Year 6
- The overall quality of teaching ensures that all pupils achieve well
- Mental calculation in number work is very well developed and whole class 'starter' sessions are used very effectively

Commentary

56. Pupils enter the school with above average ability. Inspection evidence shows that at the end of Year 2 and Year 6, standards are well above average, indicating good achievement during their time in the school. Achievement is very good in some lessons, particularly in Years 1 and 2. Improvement since the last inspection has been good.
57. Results in Year 2 were well above the national average compared with all schools and schools with a similar intake. A significantly larger percentage of pupils (almost double) reached level 3 than was the case nationally. Results in Year 6 were above average compared with all schools and a larger percentage of pupils reached level 5 than was the case nationally. In comparison with schools where pupils attained similarly at the end of Year 2, Year 6 results in 2003 were below average.
58. Current standards are well above average as a result of generally very good teaching in mathematics across the school. In the majority of mathematics lessons, the pace of activity and the interesting tasks motivate and enthuse pupils to work hard and achieve well. They are excited by mathematics and enjoy investigative, problem solving activities when they work in pairs or small groups as well as individual challenges.
59. Lessons usually start with a whole class session to develop mental number calculations. A Year 3/4 lesson started at a cracking pace with pupils adding and subtracting to 100 with very little hesitation. The teacher ensured that everyone was included in this session by directing questions to pupils which were appropriate for their differing abilities. Pupils went on to learn about fractions and how to express fractions as decimals. The tasks were well planned to provide an appropriate degree of challenge to the more able pupils. Achievement, standards and teaching were good. Year 6 pupils used individual whiteboards to record their answers to quick fire questions on finding factor pairs and prime numbers at the beginning of a lesson. They held up their whiteboards which was a very effective strategy enabling the teacher to very quickly assess the accuracy of their answers and correct any misunderstandings. A similar effective use of individual whiteboards was seen in a Year 2 lesson where pupils were successfully converting analogue time to digital time.
60. In a Year 6 lesson, pupils learnt about angles of triangles, identifying right angles, obtuse and acute angles. They calculated the size of a missing angle accurately given the size of the other two. In this lesson, a teaching assistant supported a less able group very effectively so that they were included and achieved well, while the teacher provided extension and challenging activities for the more able. The work and support was very well matched to the pupils' needs so they were engrossed and fully involved in their learning. Equally good support was given in a lesson on multiplication and division for Year 2 pupils and they had fun playing games to effectively develop their skills. Pupils in Year 1 had a good understanding of how to interpret information they had collected over time on the weather in order to compile a data table and block graph. They could use the information from their graphs to formulate questions about the weather and provide accurate answers based on their evidence. They achieved well because the activity was purposeful and they had generated their own information. The teacher was very aware of good use of time and did not let pupils spend time colouring in their graphs at the expense of the mathematical learning.
61. In the best lessons, teachers use the final part of mathematics lessons to review the learning with pupils and assess what they know and can do and use this information to plan the next steps. Where time is not used well because pupils have to wait too long before starting to apply their learning, they can become distracted and do not listen carefully to instructions and so do not have a clear idea of what they should be doing.
62. The subject is very well led. The recent introduction of a whole school scheme has been managed very well. It is having a significant impact on the quality of teaching and standards in mathematics because it links in well with the national numeracy strategy, has good assessment procedures built into the scheme and works very well to meet the needs of all pupils in the mixed age classes. Teachers are well informed and confident in the subject having all attended substantial training courses. The co-ordinator does not have the opportunity to share her good practice in classes or observe other teachers, but pupils' work is scrutinised on a regular basis and a detailed analysis of the test results reveal areas of mathematics which

need improving. These aspects are then built into the planning. The effective assessment procedures also enable teachers to identify pupils requiring extra support and more able pupils are also identified for additional group work which provides appropriate extension and challenge to their learning.

Mathematics across the curriculum

63. Mathematics develops very well across the curriculum. In Years 1 and 2, pupils' work in geography on a traffic census within the local area was recorded and interpreted using their knowledge of graphs and charts to represent their findings. Work on angles was developed through control technology in ICT and data-handling expertise for older pupils is used in scientific study.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- Standards are well above average for Year 2 and Year 6 pupils
- There are good opportunities for investigative work and activities are interesting
- Individual lessons are well planned but there is some inconsistency in provision between classes
- Good practice is not shared through lesson observations

Commentary

64. Standards are well above average. This year the proportion of pupils attaining the higher level 3 at Year 2 and level 5 at Year 6 has increased substantially compared to 2003. This is because pupils' progress is carefully tracked and teachers usually have high expectations. Pupils achieve well overall. Improvement since the last inspection is good.
65. Teaching is generally good. The curriculum is well covered and there is an appropriate emphasis on investigations. The school has focused successfully on this area of development. Activities are stimulating and interest pupils. For example, Year 2 pupils examined seed heads from plants the teacher had brought in from her garden. They enjoyed counting all the seeds, and gained an insight into how plants reproduce. By Year 6, pupils' investigative skills are very well developed, for example, in a lesson to evaluate and describe food characteristics, the quality of their investigation into designs for biscuits was very good. They used their skills of prediction and hypotheses very well and recorded outcomes and conclusions accurately on paper and on a computer database. Presentation of work is very neat and thorough. There are some inconsistencies in provision because teachers covering the same work do not always plan together. This results in occasional repetition or work that is not appropriate for their year group. For example, an investigation into plants by one class was much more sophisticated than that for the parallel class. Marking does not often show pupils how they can improve.
66. Leadership is satisfactory. The well-established coordinator keeps a useful portfolio of pupils' work and photographs of displays. Some monitoring goes on, but the impact of guidance given to teachers is not checked. Lessons are not observed, which is a missed opportunity to celebrate good practice. Information and communication technology (ICT) is used successfully to support learning. Effective use is made of the different habitats in the school grounds. There are strong links to other subjects including English and art, for example, Year 6 pupils wrote very good factual reports on tropical fish, and illustrated them carefully.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is good.

Main strengths

- Provision for ICT has improved since the previous inspection
- Standards have also improved and are now above average
- The co-ordinator's influence is a significant factor in this improvement

- ICT is used widely to support learning across the curriculum

Commentary

67. By Year 2 and Year 6, all groups of pupils, including higher attainers and those with special educational needs, achieve well. Standards are above average, which is an improvement since the previous inspection. This is the result of significantly improved provision for the subject, good teaching and effective leadership. The school has just achieved the government target of one computer to eight pupils. Boys and girls attain equally well.
68. By Year 2, pupils use the keyboard and mouse well, are skilled in the use of word processing and carry out effectively tasks such as accessing programs. Pupils use a range of programs confidently and efficiently, for example, using pictograms to analyse data. They have good experience of "Paint" package tools and create imaginative pictures depicting the seasons. There are good opportunities for experimenting with control technology and pupils devise accurate instructions to program a floor robot. With adult help, pupils communicate by e-mail and navigate to the Buxton website to learn about features such as the town's spa water. Pupils' careful and competent use of the digital microscope enables them to enhance their study of mini-beasts.
69. By Year 6, the pupils access the Internet confidently to find information in a variety of subjects and bookmark their favourite websites. Good word processing techniques build upon previous skills enabling pupils to adjust the style, size and colour of fonts appropriately to meet the needs of the reader. Pupils use ICT well to analyse data particularly through the effective use of spreadsheets and are skilled in combining text and graphics, for example, to make the front page of a newspaper. Art programs are used effectively to create imaginative pictures in the style of artists such as Warhol. The pupils make good quality multi-media presentations on a wide variety of topics such as fireworks, football and pets. There are good opportunities for pupils to further develop skills in control technology, for example, devising instructions to program traffic lights and to direct a screen turtle, which are accurate and precise.
70. Although no whole class lessons were seen teachers were regularly observed teaching small groups. These observations alongside evidence from pupils' work show that teaching is good. Teachers are making good use of ICT to enhance learning in a wide variety of subjects. They encourage independent learning and this is helping to develop the pupils' confidence.
71. The subject is well led and this is a significant factor in rising standards. The co-ordinator has recently led in-service training and this is helping colleagues to develop their confidence and expertise with ICT and to overcome the limitations of the accommodation. There is a clear action plan to raise standards further including the development of appropriate whole school procedures for assessing and recording pupils' progress and further opportunities for pupils to contribute to the school's website. Years 1 and 5 are about to pilot the use of interactive whiteboards, which will improve provision for ICT further.

Information and communication technology across the curriculum

72. The use of ICT to support learning in other subjects is good. For example, in art, pupils are competent users of the program Paint, they use the Internet for research in history and geography and there are particularly strong links between ICT and mathematics.

HUMANITIES

73. It is not possible to make overall judgements on provision in geography as no lessons were observed.
74. An analysis of pupils' work in **geography** indicates that the achievement of all groups of pupils is satisfactory. Standards by Year 2 and Year 6 are average, which reflects the findings of the previous inspection. By Year 2, pupils develop satisfactory mapping skills, for example, they understand that a map is a view from above and draw features they see on their way to school.

Pupils learn about different places by following the travels of Geo Bear and observe daily weather and learn how this can be recorded pictorially. The pupils describe natural and man-made features in the landscape and make comparisons between Buxton, Lulworth Cove and Sheffield.

75. By Year 6, the pupils make sound use of the Internet and other sources to research information on a number of countries, such as Canada, Greece, Kenya, India, Nepal and Portugal. They make good use of their literacy skills in comparing urban and rural life in Kenya and in writing imaginative stories about wild animals attacking a Kenyan farm. They use their mathematics skills well to draw accurate line graphs comparing the climates of Mumbai and London. The pupils have a sound understanding of the importance of water in the environment. They investigate daily water usage and they know some facts about the course of the River Severn.
76. The subject is led well. The co-ordinator checks the quality of planning and she has developed a useful collection of pupils' work at agreed National Curriculum levels of attainment, which is helpful in the accuracy and consistency of teachers' assessments. The curriculum is enriched by local fieldwork, by orienteering in the school grounds and by visits further afield to places such as Lea Green.

History

Provision in history is good.

Main strengths

- Standards are above average
- Teaching is good, which enables all groups of pupils to achieve well
- The curriculum is enriched by worthwhile visits to museums and other places of interest

Commentary

77. By Year 2 and Year 6, all groups of pupils achieve well. Standards are above average, which reflects the findings of the previous inspection. Boys and girls attain equally well.
78. By Year 2, the pupils have a good understanding of how things change over time. They observe pictures and artefacts to see how kitchens, bathrooms and household utensils have evolved through the years and they know something about the history of the school. The pupils have a satisfactory knowledge of some famous personalities, including Grace Darling, Mary Seacole, Florence Nightingale and Mother Theresa. They are familiar with some famous events in British history, such as the Great Fire of London. Higher attaining pupils produce good extended writing on these topics.
79. By Year 6, the pupils make good use of reference books, the Internet and historical artefacts to research information on aspects of life in ancient Egypt and Greece. They have a good understanding of the significance of the Pharaohs and of the pyramids and of the discovery of Tutankhamun's tomb. The pupils make effective use of their literacy skills in extended writing about the gods of ancient Egypt and in describing the Trojan War in ancient Greece. They have a good understanding of some of the differences between life in Athens and that in Sparta. In work linked to geography, the pupils have a good understanding of the history of India.
80. Teaching is good and this is a significant factor in stimulating the pupils' enthusiasm for history and in their good achievement. The teachers ensure that all groups of pupils are fully included in learning. There is good support for pupils with special educational needs and they achieve well as a result. The teachers emphasise the need to look for evidence in searching for clues about the past and this helps the pupils to distinguish between different sources of information. There are many opportunities for the pupils to develop their research skills. In lessons for pupils in Years 3 and 4, there were good opportunities for the pupils to develop their speaking and listening skills as they discussed evidence from short videos about life in ancient Egypt. This

was also the case in a Year 1 lesson, where the pupils acted out the roles of children in a Victorian classroom. This succeeded in motivating the pupils to learn more about the differences between schools then and now and to develop a sense of what it may have been like to be a child in the nineteenth century. The teachers mark pupils' work regularly and positively, often offering useful guidance as to how to improve further. Homework tasks are set occasionally to consolidate and extend learning.

81. The subject is well led. The coordinator checks the quality of planning and she has developed a useful collection of pupils' work at agreed National Curriculum levels of attainment, which is helpful for colleagues in the accuracy and consistency of their assessments. Learning is enriched by visitors and by visits to places of interest, including Sudbury Hall, the Isle of Wight and museums in Buxton and Manchester

Religious education

Provision in religious education is good.

Main strengths

- Written work is of a good standard
- Pupils contribute well to discussions that advance their knowledge and understanding
- The subject is led well and documentation provides staff with useful ideas and assistance
- Resources are good and well organised

Commentary

82. It was not possible to see any teaching in Years 1 and 2, but three lessons were observed in Years 3 to 6. A scrutiny of written work in Years 1 and 2 indicates that standards are above average and pupils achieve well. By Year 2, pupils are familiar with the story of Abraham and the birth of Isaac. They understand some basic facts about Judaism, for example, that the Star of David is a symbol representing Judaism. They know the function and relevance of the Menorah in Jewish ritual. Written work is of a good standard, well presented and above average for the pupils in content, accuracy and punctuation. Illustrations are very carefully done.
83. In Years 3 to 6, pupils extend their knowledge of world religions and develop further, their understanding of Christianity. By Year 6, they know the significance for Christians of baptism. They understand 'temptation' and can relate this and other issues to their own lives. In Years 5 and 6, religious art was used to stimulate discussion and to assess the impact that a religion can have on its followers. The painting, 'Jesus and the Children' by Luke Ch'en provided a good talking point.
84. Lessons observed and pupils' written work indicates that teaching is good. Teachers have good subject knowledge, and make very good use of a good range of resources. Teachers use discussion well to ascertain and extend pupils' thinking. Pupils achieve well; they learn readily and apply themselves responsibly in discussion.
85. Religious education is well led and managed. Documentation is thorough and provides detailed guidance for teachers that includes suggested contents and teaching methods for all lessons. Topics reflect well the requirements of the local Agreed Syllabus. A helpful collection of pupils' work provides good guidance for staff on standards to expect and how to assess work. Resources are good and easily available. The co-ordinator provides good guidance for colleagues, although opportunities do not occur for her to work in their classes to develop teaching. Provision for religious education has improved since the previous inspection, when too little time was available for statutory requirements to be met fully.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

86. Only two lessons were seen in music and one in physical education. As a result, it is not possible to make overall judgements about provision in these subjects.
87. In **music**, the scheme of work covers requirements in a suitably cumulative way through the school. Two lessons were seen. In a Year 1 lesson, the pupils used instruments they had very carefully constructed to compile and perform graphic scores. Teaching, learning and achievement were very good. The teacher paced the lesson subtly to ensure that the children remained interested and productive. They collaborated very well in groups of four, and showed impressive powers of concentration when devising and writing down their composition. In Years 3 to 6, all pupils learn the recorder. In a Year 5 lesson, a whole-class ensemble rehearsed in a very disciplined way tunes on recorder and other instruments. Glockenspiels provided supporting chords. The session was well directed by the music co-ordinator, who communicated his skill and enthusiasm very well. Pupils made good strides in listening and

performing, and showed a developing understanding of harmony, pulse and rhythm. The pupils' very good attitudes contributed much to the success of this task.

88. There are very good opportunities for pupils to perform. Over 30 pupils learn string and woodwind instruments. Concerts take place regularly. The school has taken part in combined schools' activities, including at the Buxton Opera House. Singing in assembly is good. A well-established tradition is the annual carol singing for Christmas shoppers in the town. Teachers give time generously for these extra activities.
89. In **physical education**, planning indicates that pupils experience a good range of activities including football, netball, tag rugby, swimming and basketball. In the one lesson observed, the quality of teaching was good. Year 6 pupils listened carefully to the objectives for the lesson in the classroom prior to working outside on the grass. Pupils were developing skills for striking and fielding games and designing and playing a small-sided game using those skills. After an appropriate warm up, pupils worked together in groups of 3 or 4 to practice underarm bowling, short, accurate throwing and longer distance throwing. Pupils worked together very well in mixed boy and girl groups. Teaching was good because there were many opportunities for pupils to stop and watch others, reflect on their own performance and try to improve. Throwing, fielding and catching skills were a little shaky at first, but teaching was good as it focused on the weaker aspects and skills had improved by the end of the lesson. The very good relationship between the teacher and pupils helped them achieve well.
90. The subject is well led and managed. All teachers have undertaken Tops training and the co-ordinator has, in addition taken a swimming course. The co-ordinator has ensured that the school takes an active part in local and national competitions and sporting initiatives, in which pupils participate with enthusiasm. For example, the girl's football team got through to the final of a Derbyshire Youth Games competition. The school benefits from good parental support to run after school sports clubs which are well attended.

ART AND DESIGN

Provision in art and design is very good.

Main strengths

- Achievement is very good and standards are well above the expected level
- Teaching is very good
- The subject is very well led and managed

Commentary

91. By the end of Year 2 and Year 6, pupils' achievement is very good and standards are well above national expectations because of very good teaching and pupils' very good attitudes to learning. This represents very good improvement since the last inspection when standards were average.
92. Art and design has a high profile in the school and pupils have opportunities to work with a very wide range of materials and forms including clay, textiles, sculpture and printing and their skills in all 2D and 3D work develop very well. There are very good links between art and other subjects including ICT where pupils are very competent and imaginative users of art programs. Pupils in a Year 5/6 lesson had previously used the Internet to research into the work of Andy Warhol and explore a variety of methods and approaches to design images. They used their own computer-generated designs and focused on the visual and tactile qualities of materials to produce very impressive work. The technique of drawing perspective was taught very well in a Year 5 lesson linked to work on Pompeii in history. Pupils were engrossed, absorbed and fascinated by their learning and as a result achieved very well.

93. Teaching is very good. Teachers plan lessons very well so that pupils have time to reflect, evaluate and improve their skills. In a Year 1/2 lesson, pupils demonstrated their very good skills at close observational drawing of sections of fruit and vegetables. They achieved very well because the teacher provided some good models drawn by older pupils and time for pupils to look at each other's work and make appropriate changes and improvements. The teacher's demonstration and explanation in a Year 5/6 lesson generated so much enthusiasm in the pupils that they could barely wait to start their own work. Nevertheless, the teacher very skilfully encouraged them explain to each other what they were going to do which was an excellent strategy to ensure they all understood and clarify any misconceptions. This also allowed the pace of learning to flow once they got going. The lesson provided a very good balance of direction and opportunity to experiment and think independently. Teachers have very good subject knowledge and confidence in teaching art which enables pupils to achieve very well.
94. The subject is very well led and managed and this has a significant impact on the quality of the artwork throughout the school. The co-ordinator provides a very comprehensive record of the range of artwork children do and examples of high quality work. The development of techniques and art forms is clearly defined, as are expectations of what is to be taught at different stages and these are extremely beneficial to all teachers. There are very good links between art and other subjects including ICT where pupils are competent and imaginative users of art programmes.

DESIGN AND TECHNOLOGY

Provision in design and technology is very good.

Main strengths

- The co-ordinator has made a real impact in raising standards
- Much teaching is very good

Commentary

95. Standards are above average at the end of Year 2 and Year 6 and rising rapidly. This is because of the very good leadership and influence of the co-ordinator, whose energy and enthusiasm have caught teachers' imaginations. Her own expertise is very high, writing practical articles for educational magazines. She has delivered high quality training to teachers, whose subject knowledge has increased. At the time of the last inspection there was no co-ordinator and the subject was languishing. Improvement since then has been dramatic.
96. Teaching and learning are very good. Pupils achieve very well because teachers have high expectations and devise exciting tasks. For example, Year 5 and Year 6 pupils tasted biscuits as part of their research into designing a new product. There is also a rigour built into the curriculum that is well established throughout the school. This covers the seven stages of development from research through to an evaluation of the finished article. All pupils are included in lessons because provision is made for their differing needs and abilities. Teachers monitor progress carefully so they can plan to meet the needs of those with particular skills in the subject and identify others who may need extra support. Strong links with other subjects help to develop skills in both design and technology and other aspects of the curriculum. For example, pupils develop their literacy skills when writing clear instructions and, in history, they design half-timbered buildings to enhance their understanding of the Great Fire of London.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

97. Only one lesson was seen in this subject and as a result it was not possible to make judgements about teaching or standards. The curriculum section of this report evaluates provision for pupils' personal, social and health education (PSHE) and citizenship as good. In the lesson observed, the teacher used "circle-time" for pupils in Year 1 to identify the qualities

of good friendship and based the lesson on the story "Ruby". Pupils selected words from a "feely bag" and then had to decide if the word was appropriate to describe a good friend. They responded well to this activity and were then able to draw a friend and use three words to describe their particular qualities. Pupils listened attentively to others and their teacher and gave considered, thoughtful responses showing that they are aware of the feelings of others and respect differing viewpoints. The lesson promoted social and moral development effectively and reinforced good behaviour and attitudes.

98. Lessons in all subjects are planned to include discussion times which help develop pupils' awareness of the feelings and needs of others. The school included sex education in its curriculum from 2002 and parents have welcomed this. Specific requirements in relation to health and drug education are met and teachers respond very well to personal and social issues as and when they arise. The very good ethos of the school helps pupils to become mature and responsible and show respect for others. Participation in The Healthy School Partnership helps pupils learn about healthy eating and the consequences of poor diet. Aspects of citizenship are promoted well in many lessons in different subjects. The Children's Association is a vehicle for learning about citizenship and democracy and encourages pupils to think beyond their own likes and dislikes to the good of the whole school. PSHE is woven into the overall caring ethos of the school and is generally in evidence across the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).