

INSPECTION REPORT

**GREAT HUCKLOW CHURCH OF ENGLAND PRIMARY
SCHOOL**

Great Hucklow, Buxton

LEA area: Derbyshire

Unique reference number: 112819

Headteacher: Mr Patrick Smith

Lead inspector: Mr David Carrington

Dates of inspection: 22nd – 23rd March 2004

Inspection number: 256259

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 59

School address: Great Hucklow
Tideswell
Buxton
Derbyshire
Postcode: SK17 8RG

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Appropriate authority: The Governing Body
Name of chair of governors: Mrs C Kirby

Date of previous inspection: 15th June 1998

CHARACTERISTICS OF THE SCHOOL

Great Hucklow Voluntary Controlled Church of England Primary School serves the village and neighbouring communities. There are 29 boys and 30 girls at the school, aged from four to eleven. Most of the pupils are of white family backgrounds and the proportion of pupils from other ethnic backgrounds is below average. There is a below average proportion of pupils with special educational needs and none have statements. No pupils speak English as an additional language. In the last two years, about a quarter of the pupils did not complete their whole primary education in the school, which was above average. The attainment of pupils when they start school is above average.

The school was given the *School Achievement Award* and the *Basic Skills Quality Mark in 2003* as indication of its success in improving standards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, science, information and communication technology, geography, history and physical education
14266	Mrs Alison Willatts	Lay inspector	
22182	Ms Fiona Robinson	Team inspector	English, art and design, design and technology, music, religious education, areas of learning for children in the Foundation Stage, English as an additional language and special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Great Hucklow Church of England Primary School is a **very effective** school. It is given excellent leadership by the headteacher and other key staff. Pupils' results are well above average and they build knowledge, skills and understanding at very good rates. Attitudes, behaviour and relationships are all excellent. The quality of education is very good and there is an outstanding ethos in school. Overall, the school gives **very good** value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics, information and communication technology (ICT), religious education, art and design, geography, history and music.
- Achievement is very good in all classes.
- Leadership and management are excellent.
- The quality of teaching is very good and this ensures that learning is very effective.
- Pupils have excellent attitudes to their work, their behaviour is second-to-none and relationships are outstanding.
- The systems for target setting, sharing and tracking are at an early stage of development and marking is not focused enough on how pupils can improve their work.
- There is excellent provision for children in the reception year.
- Provision for pupils with special educational needs and for high attaining pupils is very good.
- Although it is used very effectively, the accommodation is very cramped and this restricts learning in a number of ways.
- Pupils are well cared for and their personal, social and health education is good.

The school has made **very good** improvement since its previous inspection in 1998. It has ensured that the initiative and independence of pupils is developed most successfully, that planning is comprehensive in coverage and assessment is very thorough. The school clearly has the capacity to maintain this very good improvement in the future.

STANDARDS ACHIEVED

Caution has to be taken when interpreting the school's results in national tests because of the small number of pupils in some year groups. The variations from year-to-year in standards can be because just one pupil did or did not reach a particular level. For example, in 2003 there were only two pupils in Year 6 and therefore it would be unfair to analyse their results in relation to other schools, most of which had many more pupils in the year group. However, it is clear that these two pupils did very well in relation to their starting points.

This year, achievement is **very good**.

- The children in reception had above average skills and knowledge when they started and they are achieving very well. All have already reached the targets for five-year-old children.
- Achievement is maintained at a very good rate in Years 1 and 2. Standards are well above average in English, mathematics, information and communication technology (ICT), religious education, art and design, geography, history and music. They are above average in science.
- In years 3 to 6 achievement continues to be very good. This is because of the firm focus on the extension of knowledge, skills and understanding. Standards are well above average overall, with the same pattern in subjects as in Years 1 and 2.

Pupils' attitudes, values and other personal qualities are excellent and are an outstanding strength of the school. Attendance levels are very good and, despite the long walk to school, pupils are very punctual for the start of the school day. Overall, levels of interest, concentration and motivation, and standards of behaviour are exemplary. Relationships are excellent and result in an extremely well-knit school community. Pupils' spiritual, moral, social and cultural education is **very good**.

QUALITY OF EDUCATION

The quality of education is **very good** overall.

- Teaching quality is **very good** across the school. There are very many strengths in teaching, not least the excellent encouragement given to pupils, the insistence on high standards of behaviour and the promotion of equality of opportunity. The contribution of teaching assistants is very good. Marking could be more focused on how pupils can improve their work.
- Learning is very effective. All pupils work extremely productively. They are able to work independently and collaboratively and to take great responsibility for their own work.
- Assessment is very well developed and meticulous records are kept of pupils' attainment.
- The curriculum is excellent. Within this, each subject is planned very thoroughly to ensure there is systematic development of learning. Enrichment outside the formal curriculum is very pronounced, and extremely effective, in broadening pupils' experiences. There is very good quality of provision for pupils with special educational needs.
- The accommodation is poor in terms of space. However, all staff are expert at getting the best from what there is. Nonetheless, some physical education activities are impossible to provide indoors, some work has to be shoe-horned into inappropriate spaces and a very watchful eye has to be maintained at all times to ensure health and safety is not compromised.
- There is a very effective partnership with parents, the community and other schools and colleges. This makes a significant contribution to the very wide range of activities provided, including the promotion of arts and sports education.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership, management and governance is **excellent**.

- The headteacher works tirelessly for the good of the pupils and gives A1 leadership. Other key staff are equally effective in leadership. The sense of team spirit is a model for other primary schools.
- Governors have very good understanding of the school's strengths and areas for development and they ensure that it follows the principles of best value very effectively. Governors conduct their business very efficiently and have very well structured committees and systems. They monitor and evaluate the work of the school with great confidence and expertise.
- The target setting, sharing and tracking process for English, mathematics and science is at an early stage of development and requires further work. A good start has been made to this process in English and school managers are determined to consolidate this, and extend the systems to the other two core subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very satisfied with their choice of school. They appreciate the contact that they have with the teaching staff on a day-to-day basis. The pupils judge the school to be a very good place of learning and leisure. Both parents and pupils express great concern about the size and design of the buildings and the impact that this has on some activities. They also agree that there is a warm, caring, sharing, Christian ethos in school that makes it a welcoming place to be. Inspectors agree wholeheartedly with these views.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Enhance the procedures for target setting, sharing and tracking in English, mathematics and science and link this to marking of pupils' work to identify clearly the next steps for improvement.
- As time and funding allows, work to improve the space available for learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **well above average** and achievement is **very good**.

Main strengths and weaknesses

- Achievement is very good through the school.
- Standards are well above average in English, mathematics, information and communication technology (ICT), art and design, geography, history and music. They are above average in science.
- The current children in reception started with above average skills and knowledge. They are achieving very well and have already reached their targets.
- Higher attaining pupils are challenged very effectively and they do very well in their work.
- Pupils with special educational needs build skills and knowledge at very good rates because their work is very well tailored to their needs.
- Boys and girls achieve equally successfully.
- Achievement in physical education is curtailed by the restrictions of indoor space.

Commentary

1. Caution. It is important to remember that the small number of pupils in some year groups in school may mean that the broad evaluation of standards is misleading. This is because one more or one less pupil achieving a given level will have a profound impact on the results for that year group. As there were only two pupils in Year 6 last year, the tables of results for eleven-year-old pupils are not published, as comparison with other schools is unreliable in this case. It is, however, evident that the Year 6 pupils achieved very well from their individual starting points. There have been no significant differences in boys' and girls' achievements in the tests in recent years.
2. There were considerably more pupils in Year 2 last year. These pupils reached standards that were not significantly different from the national average in reading, well above average in writing and below average in mathematics. The proportions of pupils achieving the higher level 3 in 2003 were below average in reading, well above average in writing and very low in mathematics. As found nationally, boys did not do as well as the girls in reading and writing in the national tests during the period 2001-3. These Year 2 pupils have made a very good start to their junior education and are currently achieving standards that are well above average overall.

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

Standards in:	School results	National results
Reading	16.1 (19.0)	15.7 (15.8)
writing	16.3 (19.0)	14.6 (14.4)
mathematics	15.5 (20.0)	16.3 (16.5)

There were 11 pupils in the year group. Figures in brackets are for the previous year

3. Pupils build skills, knowledge and understanding very effectively in all classes. This is because planning is firmly focused on the specific things to be learned and teachers take particular pains with their explanations so that all pupils understand what they have to do. School records show that all pupils have achieved very well from their starting point when joining the school.

This includes the considerable number, about a fifth, of the pupils who have joined the school at times other than the start of the reception year.

4. The very good achievement of pupils means that, over their time in school, their results improve well. This year, standards are well above average through the school. They are at this level in English, mathematics, ICT, religious education, art and design, geography, history and music and are above average in science. School managers are working successfully to raise standards in science by the development of pupils' skills in problem solving and investigation. Mathematics and science standards this year are an improvement on the results of the national tests in Year 2 in 2003.
5. Reception children started with above average skills and knowledge. They settled quickly to their learning because of excellent induction arrangements. Provision for this age range is of high quality, for example: the work is planned according to whether the children started in September or in January. Such precision is ensuring that work is very closely matched to individual needs. The children have great confidence and self-esteem and all are achieving very well. All have already reached their targets and have moved on to work from the National Curriculum. This progression is entirely appropriate.
6. The school is careful to ensure that pupils of different attainment levels achieve equally successfully. Thus, higher attaining pupils are set very demanding tasks and they respond very effectively to these. The sense of challenge is enjoyed and such pupils work very hard to succeed. Specific tasks, challenges and questions are set for higher attaining pupils. This has a ripple effect in the classroom, where other pupils vie to match the accomplishments of their higher attaining friends.
7. The provision for pupils with special educational needs is very effective. Most of these pupils have learning difficulties rather than other individual needs. They build skills and knowledge very well because tasks are matched to the carefully graduated steps in their individual education plans.
8. The school does not ignore the needs of the middle attaining pupils. Lesson planning makes very clear the expectations held of such pupils and the work is matched very well to their level of attainment. Staff know the individual capabilities of all pupils and work successfully to include the middle attainers in all activities. Their achievement is very good, therefore.
9. Inspectors observed that boys and girls work equally well and that they are as interested and well motivated as each other. This results in similar, very good, rates of achievement.
10. Achievement is generally very good in all subjects. However, the severe limitations of indoor space have a profound impact on the development of some physical education skills. This especially relates to work in dance and gymnastics. The school does not have a hall and it is very difficult to clear enough space for these activities in the classrooms, as there is nowhere to store the tables and chairs. The school works very effectively with neighbouring schools to provide sports experiences, it has leased space and developed a small, but often water-logged, games field and is able to make good provision for swimming. It is evident that the school does what it can, but the accommodation is far from ideal for physical education activities.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are **very good** overall, with some significant strengths.

Main strengths and weaknesses

- There is an extremely well-knit school community.

- Pupils' attitudes, values and other personal qualities are excellent.
- Standards of behaviour are outstanding.
- Relationships are excellent
- Pupils' spiritual, moral, social and cultural education is very good.
- Attendance levels are very good and pupils are very punctual for the start of school.

Commentary

11. The attitude of all pupils to learning is excellent. They enjoy their lessons and look forward to coming to school. They enjoy the challenges they meet during the day and have excellent working relationships with the teaching staff. They appreciate their school environment, a lovely area of the Peak District, where they have access to woodland wildlife and challenging weather.
12. Behaviour throughout the school is very good. Parents have commented on this and visitors find the pupils polite, communicative and helpful. The staff reinforce the expectations of good behaviour by the positive way they interact with the pupils. Pupils treat each other with respect and know each other well. No incidents of bullying or oppressive behaviour were seen during the inspection. A very rare incident of bullying prior to the inspection had been dealt with well according to the parents and staff involved. There were no exclusions in the last academic year.
13. Attendance is very good and exceeds 96% of available sessions. Registration complies with statutory requirements. Late arrival at school is not seen to be a problem. The good communication between the school and parents/carers ensures that absences are recorded and followed up, and that any unexpected absence is tracked.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.0	School data:	0.3
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.

14. Pupils are expected to have a degree of independence in their day-to-day life in the school. They are taught to assess risks and take responsibility for their actions. Staff are aware of pupils' whereabouts so discrete supervision is maintained. This gives the pupils a sense of independence and responsibility which is a valuable asset in their personal development.
15. The school's provision for spiritual, moral, social and cultural education is very good. Pupils' spiritual development is very good. The school links with the local church, but pupils study other religions and beliefs during their religious education lessons, which cover many different faiths. Some whole school assemblies were seen where the theme was broadly Christian. This is a daily session and all pupils respond well to the themes discussed during these times.
16. Pupils respect one another and relationships are excellent between them. Pupils have a very definite sense of right and wrong and were happy to discuss this during the inspection. They look after each other and know one another well. The older pupils look after the young pupils as a part of their school life and enjoy doing this.
17. Pupils are articulate and happy to talk to visitors, staff, and each other. They enjoy meeting visitors, and interact well with one another, visitors, and, especially the staff who care for them. They have respect for the staff of the school and feel safe and secure in their care.

18. Pupils enjoy exploring different cultures. Visitors to the school, such as the group who introduced African music, enrich pupils' cultural experiences considerably. Pupils explore the local area and are visited by local residents, such as the gentleman from the village who came to talk about his experiences in the 2nd World war as part of that topic. Parents, friends and many people who had connections with the school and the village contributed to this topic, creating a wonderful archive for the school. Music is an important part of the pupils' education. For instance, junior pupils all learn to play the recorder and the school has been awarded a number of certificates for achievements at the *Buxton Music Festival*. The school provides a rich and varied mix of spiritual and cultural experiences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good** with some notable strengths. Teaching and learning are very effective and the curriculum is excellent. Pupils are very well cared for and the partnership with parents and the community is strong. The accommodation is poor, though staff do what they can to ensure that pupils' learning and health and safety are maintained.

Teaching and learning

The quality of teaching and learning is **very good** with a number of outstanding features.

Main strengths and weaknesses

- All pupils experience very good teaching and learning is very effective.
- Key strengths in teaching are the excellent encouragement given to pupils, insistence on high standards of behaviour and equality of opportunity in learning.
- Teaching assistants work very successfully with their pupils. Other adult support is also very effective.
- Marking is not sufficiently focused on ways for pupils to improve their work.
- Pupils work with great productivity and levels of independence and collaboration are very good.
- Assessment is very good and extremely comprehensive records of pupils' attainment are maintained.

Commentary

19. The quality of teaching and learning is very good throughout the school. There are some excellent features such as the exemplary teaching of reception children. The scrutiny of pupils' work completed during the last school year also shows firm evidence of very good teaching quality.

Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	11	5	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

20. There are no crucial weaknesses in teaching. Instead, there are many strengths. Those that stand out are the most effective encouragement given to pupils and methods that ensure their full participation in lessons, the absolute insistence on excellent standards of behaviour and provision that ensures that all pupils have equality of opportunity to succeed. Marking is an aspect that requires improvement. Teachers mark pupils' work regularly and thoroughly but there are few written comments that identify the next steps in learning in order for pupils to improve.

21. Teaching is very good in the different subjects in school and also for pupils in the infant and junior classes. The work of teachers is greatly enhanced by the work of teaching assistants and other adult support. Teaching assistants have responsibility for some aspects of work with children in reception and pupils with special educational needs. They fulfil these roles very effectively. Visitors and volunteers provide other, equally effective, support. Pupils benefit greatly from this assistance, as observed in their development of musical instrument playing and use of computers to enhance work in subjects such as English, mathematics and science.
22. Lessons are interesting and fun according to the pupils. Inspectors do not disagree. The activities provided are very well motivating and are matched very carefully to the needs of individuals and groups. Thus, pupils with special educational needs are taught very well. All pupils work very capably in lessons. They show excellent qualities in terms of hard work and productivity and have very good skills of working independently, collaboratively and responsibly. There is a happy confidence in learning that ensures pupils do not have to be told twice to work with good effort. The result is very good achievement.
23. The system of assessment in school has been built very carefully over recent years and is now of very good quality. There is a programme of regular assessment of key skills and knowledge in all subjects that is especially well developed in the core subjects of English, mathematics and science. The system is also very well developed in other subjects and the quality of the records of pupils' attainment is very good. School managers are working successfully to extend the assessment system into an effective target setting, sharing and tracking system in English and have well documented plans to extend this to mathematics and science. This is an entirely appropriate priority and successful accomplishment will ensure that the very good achievement of pupils is maintained.

The curriculum

The curriculum is **excellent**.

Main strengths and weaknesses

- The curriculum is stimulating and rich, making pupils want to learn.
- Children in reception get an excellent start to their education. They have an outstanding rich and balanced curriculum.
- Provision for personal, social and health education is good.
- There are a very good number of visits out of and visitors into school, which broadens pupils' experience very well.
- Provision for pupils with special educational needs is very good.
- There is an excellent match of teachers and support staff to the curriculum.
- Although it is used very effectively, the accommodation is very cramped and this restricts learning in a number of ways.

Commentary

24. The school provides an excellent rich, relevant and interesting curriculum, and many practical first hand experiences are provided to promote pupils' standards and achievements. The school has fully embraced the principles of educational inclusion and makes excellent provision to ensure that all pupils have full access, where possible, to all subjects and activities. Provision for pupils with special educational needs is very good and teachers and support staff are fully aware of pupils' individual needs. Teachers plan carefully to ensure there are appropriate opportunities for all to succeed. Pupils with special education needs have very well planned individual educational plans which ensure that work is matched very well to their ability and personal needs.

25. There is outstanding enrichment of the curriculum. This stimulates pupils to learn and the school is fully committed to providing the pupils with residential experiences. From reception onwards pupils benefit from regular visits to places of educational interest. These help make learning relevant and help pupils to appreciate their local community. The school also has an excellent range of visitors and events in school, which add real interest and enrichment to the curriculum. Visiting artists, authors, poets and theatre groups really motivate pupils.
26. The school is successfully improving pupils' interest in joining school clubs including recorders, chess club, French club, football, cricket, rounders and cycling. They also have opportunities to play tag rugby.
27. A great emphasis is placed on English and mathematics. The National Strategies for Literacy and Numeracy have been used very well by teachers as their basis for planning in these subjects and have contributed significantly to the improvement in standards. The provision, standards and the quality of learning in ICT have improved considerably since the last inspection.
28. Provision in the Foundation Stage is outstanding and one of the strengths of the school. Children settle in very quickly and work from an excellent, creative and imaginative curriculum. They have an excellent range of very interesting and stimulating experiences. As a result, they achieve very well and enjoy learning. They also help to develop the social skills necessary to learn successfully.
29. Health education is well planned and taught well as part of the science and personal, social and health education provision.
30. The school has an excellent match of well qualified teachers to the demands of the curriculum and the learning needs of all pupils. Accommodation is poor in terms of space. All staff are expert at getting the best from what space is available. However, without a hall some physical activities are impossible to provide indoors. Some work takes places in cramped, inappropriate spaces and a very careful watchful eye has to be maintained at all times to ensure health and safety is not compromised.

Care, guidance and support

The care, guidance and support provided for pupils is **good** overall.

Main strengths and weaknesses

- Pupils are well looked after.
- Systems of guidance are very well developed.
- The arrangements for pupils joining the school and those going on to secondary education are very effective.
- Because the accommodation is cramped, a very watchful eye has to be maintained at all times to ensure health and safety is not compromised.

Commentary

31. Pupils are well cared for in the school. They respond positively by showing that the trust the staff have in them with regard to behaviour and discipline is well founded. Pupils have very good relationships with staff and, in general, feel they can approach any staff member if they have problems with which they need help. They hold the school in very high regard.
32. Thorough and effective child protection procedures are in place. Staff know the system for reporting any concerns and supply staff are informed of the arrangements. Parents have every confidence in the systems for care, welfare and guidance and the evidence from inspection supports this conviction wholeheartedly.

33. The systems for promoting good behaviour and attendance are very effective. Both pupils and staff are aware of the positive methods of promoting good behaviour. The staff treat the pupils with respect and courtesy and expect this standard to be maintained by the pupils. The staff expect pupils to show a degree of independence in school life and see this happen. For instance the older pupils help to serve lunches to the younger pupils and play with them during the lunch break. Staff monitor and evaluate this aspect of pupils' school life and take the views of pupils very seriously in making improvements to the quality of provision in school.
34. The school has good procedures for introducing pupils to the school. Prospective pupils spend several afternoons in the school experiencing the school routine, and parents are invited to meetings to discuss all school matters. Pupils in Year 6 spend time in the local secondary schools or other schools to which they are to transfer. Communication between all these schools is good.
35. The school is felt to be a safe and secure environment by both pupils and parents and carers. The pupils receive a very good education despite the difficulties staff have to cope with due to the lack of space. This presents potential difficulties when all pupils are gathered together for assemblies and when pupils from Years 3 to 6 are in the same room for teaching in the afternoon. However, all staff are extremely watchful, they are aware of potential hazards and they take very effective steps to ensure that pupils' and adults' safety and security are preserved. The governors review health and safety issues regularly and act upon the decisions made wherever possible. Secure provision is made for fire precautions and first aid.

Partnership with parents, other schools and the community

The partnership with parents, the community and other schools is **very good**.

Main strengths and weaknesses

- There is a very effective partnership with parents, the community and other schools and colleges.
- This makes a significant contribution to the very wide range of activities provided, including the promotion of arts and sports education.
- Parents have very positive views of the school.

Commentary

36. The relationship between the parents and the school is very good. Most parents who responded to the pre inspection questionnaire and attended the meeting with inspectors say that they are very happy with the education and pastoral care the pupils receive. Parents receive regular newsletters and information about current events such as football matches or outings. The quality of information presented in the annual reports to parents is very good. Parents and carers are encouraged to speak to the teaching staff on an informal basis at the beginning and end of the school day. Parents were seen to use this time effectively. They appreciate these opportunities to contact teaching staff on a day-to-day basis.
37. Parents are happy with the provision for special educational needs for their children and the majority are happy about the amount of work sent home with their children. A few parents who had responded to the questionnaire felt that there should be more homework for pupils in junior classes. In general parents and pupils feel that the provision and marking of homework is satisfactory. Inspectors find that the programme of homework is very well dovetailed into pupils' ongoing work and that it makes a strong contribution to learning.
38. The Parents Association of the school arranges many fundraising and social events which raise money, and support the funding of educational outings undertaken by the school. The support of parents and the community in organising and running the rich programme of educational visits is a particular strength.

39. The school has strong links with the village. Invitations are sent out for various events held at the school or other venues such as the scout hall. These are well supported and enjoyed. Links with the local churches are very good. The school leases land from the local Unitarian Church Conference Centre for its playground and games facilities. Without this link, the outdoor accommodation would not be of sufficient capacity for the number of pupils on roll. The provision of games tuition in physical education would be very difficult.
40. Links between the school and the secondary schools to which most pupils transfer are very good. They have 'taster' days at the school and attend various events such as concerts or sports events. The cluster arrangement of local primary schools and their associated secondary schools is very effectively used to provide additional experiences for the pupils, notably in the provision of arts and sports activities of very good quality.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership, management and governance is **excellent**.

Main strengths and weaknesses

- The school is given excellent leadership by the headteacher and key staff.
- Governors have a very good understanding of the school's strengths and areas for development.
- The management of the school is very effective because its systems for evaluating its work are rigorous.
- The teamwork is excellent and everybody is doing their best for the pupils' education.
- Standards, achievement, teaching and learning are monitored very well.
- The target setting, sharing and tracking process for English, mathematics and science is at an early stage of development.

Commentary

41. The headteacher provides excellent sensitive and supportive leadership that motivates staff to give of their best. He is loyally supported by other key staff and this enables the school to improve at a very good pace. Shared vision and high expectations are providing a very clear direction to the school's work and very good teaching ensures that pupils achieve very well.
42. The headteacher works tirelessly for the good of the pupils and with the full support and confidence of the governors. The school is highly inclusive and very effective policies ensure that the needs of all pupils are being met. The headteacher has a very clear sense of purpose and in close partnership with staff the drive given to pupils' higher achievement underpins this work.
43. The excellent leadership of the headteacher has led to the successful development of an excellent staff team. Together they are firmly committed to making excellent provision for the all-round development of pupils. An outstanding, purposeful ethos has been created. Key staff lead and manage their areas with commitment and enthusiasm, and they are very effective in their roles. Monitoring of the core subjects is rigorously carried out by the headteacher and key staff. It is very clearly linked to setting targets for staff that are closely linked to performance management. There are very effective systems in place to support all staff associated with the school.
44. The target setting, sharing and tracking process for English, mathematics and science is at an early stage of development and requires further work. A good start has been made to this process in English and school managers are determined to consolidate this, and extend the systems to the other core subjects.

45. The leadership of provision for special educational needs is very good. Targets are set that are based on very secure evidence. These targets are shared with pupils and parents and reviewed regularly. Individual needs are very clearly identified and resources targeted to maximum effect. The system has supported pupils very well and secured a significant improvement in these pupils' achievement.
46. The management of the school is very good and has improved well since the last inspection. Governors are very supportive of the school and are well aware of the school's strengths and weaknesses. They are fully involved in planning and prioritising issues in the School Development Plan. They act as critical friends and have a very good understanding of the work of the school. They receive regular reports by the headteacher and make personal visits to see at first hand what is going on. The area of strategic planning is much improved since the last inspection.
47. Teachers are very well supported by teaching assistants. Staff make a very positive contribution to pupils' learning, attainment and development. There is excellent team spirit amongst the staff and a firm and shared commitment to succeed.
48. The school has very good systems for financial planning. Finance is used very effectively to resource the work of the school thoughtfully and appropriately. Governors have very thorough oversight of the finances and budget and all decisions about spending are linked very efficiently to the School Improvement Plan. The most recent surpluses on the budget were earmarked to improve the pupil:teacher ratio and for improvements to the playground. The quality of the school's self evaluation and its use is very good and is very much improved since the time of the last inspection. The principles of best value are responded to very well through the very careful monitoring and spending on supplies and services. The school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	126 615
Total expenditure	106 133
Expenditure per pupil	2 527

Balances (£)	
Balance from previous year	15 783
Balance carried forward to the next	20 482

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **excellent** and there has been very good improvement since the last inspection in curriculum planning and resources.

49. Children enter reception in the September or January before they are five. At the time of the inspection there were seven children on roll. These children are taught with the Year 1 and Year 2 pupils. Most of the group have above average skills and knowledge on entry. They achieve very well due to excellent teaching. Very good systems identify how well the children are doing. They are supported very well in their learning. Work is comprehensively planned and pitched at the right levels for the children's capabilities. The outstanding curriculum is planned around the early learning goals. The Foundation Stage leader provides excellent direction for the work in this area. Parents are fully involved in helping their children and they are very pleased with the progress their children make and the quality of the provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- Children's achievement is very high due to excellent teaching.
- They develop outstanding levels of personal independence.
- Every opportunity is taken to promote children's confidence and independence.
- Relationships are excellent with both adults and peers.

Commentary

50. Teaching is excellent and, as a result, children achieve very well in their social development. All children are on course to exceed the early learning goals. This reflects the emphasis the school places on developing the whole child. The class teacher has established very secure routines so that children feel very safe and confident. Children have many valuable opportunities to work alone or in small groups. Staff have very high expectations of children's behaviour. They use every opportunity to praise children's independence. Excellent role models are set by adults and children are encouraged to be independent. They have an exemplary sense of right and wrong and are very friendly, co-operative and polite.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **excellent**.

Main strengths and weaknesses

- Achievement is very good because teaching and learning are focused on developing children's skills through an interesting curriculum.
- The teacher and learning support assistant take every opportunity to develop children's language skills.
- Children are making an excellent start with reading.

Commentary

51. Most children are on course to far exceed their goals in this area of learning and will have started work on the national curriculum programme for English by the end of the school year.

Excellent teaching ensures excellent coverage of speaking and listening, reading and writing skills. Already children are making excellent progress through the many opportunities they are given to talk and listen. The teacher takes every opportunity to develop the children's vocabulary through probing questioning and consistent insistence that children answer in sentences. For example, 'Why is this book about the *Three Little Pigs* different to the story book?' A child replies 'This one is a play script.' Children enjoy books and listen attentively when a story is read to them. Most children are on the early stages of the reading scheme. They are making excellent progress with their writing. They can write their name and the higher attaining children can write short sentences using a capital letter and a full stop.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

Main strengths and weaknesses

- Every opportunity is taken to promote children's mathematical development.
- Achievement is very good because teaching and learning are focused on developing children's skills through an excellent practical curriculum.

Commentary

52. Every opportunity is taken to develop children's skills both formally and informally. As a result, children achieve very highly and most of them are on course to well exceed their early learning goals by the end of the reception year. Many are already working from aspects of the national curriculum for mathematics. The children are very enthusiastic and confident. Teaching and learning are excellent. The children happily use numbers to ten in familiar situations. They readily recognise numerals 0 to 9 and are beginning to solve number problems. Children have learnt to sort two-dimensional shapes and understand early addition and what doubling means. Practical activities prepare the way for future learning very well. Children's interest is sustained very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **excellent**.

Main strengths and weaknesses

- Children achieve very well because of excellent teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Children have valuable opportunities to use computers.
- Very good use is made of visits in the local area and visitors.

Commentary

53. When the children enter reception, they have very good experiences to draw upon. Teaching and learning are excellent and children achieve very well. Most are working at levels exceeding expectations for their age especially when composing music during the music sessions. Computer skills are very well taught on a daily basis. Staff build up children's confidence in using the computer. As a result they have excellent attitudes and display very good skills. Children learn about a range of festivals and cultures, the most recent one being Chinese New Year. In science, children learn the meaning of making a prediction and have a good understanding of what a fair test is. They are gaining a very good knowledge of nature and wildlife and enjoy going on sensory walks. Visitors to school make a very effective contribution to children's achievement in the knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

54. Because there were no opportunities to observe the work, it is not possible to make a judgement about the provision or standards in this area of learning. There is an excellent, rich Foundation Stage curriculum in place and there are very effective systems for tracking children's achievement and progress. There is no hall, so indoor provision is cramped and restrictive for some aspects of physical development, which affects the development of skills and knowledge.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and weaknesses

- Children achieve very well because they are taught very well and experience a wide range of creative activities.
- The imaginative play area is used very well to encourage children's creative response.

Commentary

55. There are many daily opportunities for children to develop creativity. Children have access to a very good range of materials, with many opportunities to paint their self portraits, draw and create lovely collages of wildlife seen on a visit to a nature reserve. Teaching is very good and most children are on course to exceed their learning goals by the end of the year. They happily role-play in the Chinese restaurant dressed up in colourful costumes. They are also making excellent progress in singing and ensemble playing in music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average by the end of Years 2 and 6.
- Pupils achieve very well because of the very good quality teaching and learning.
- Pupils with special educational needs make very good progress against their specific targets.
- The leadership and management of English is excellent.
- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.
- A good start has been made to the target setting process in English and this is impacting well on pupils' achievement.
- There are limited library facilities due to cramped accommodation.

Commentary

56. In 2003, there were only two pupils in Year 6 and therefore it would be inappropriate to analyse their results in relation to other schools, most of which had many more pupils in the year group. However, it is clear that these pupils achieved very well in relation to their starting points and results were very high, placing the school in the top five per cent nationally. Standards have been maintained at well above average levels since the last inspection. The quality of teaching, which is very good overall, has been improved by the successful

implementation of the National Literacy Strategy, and an effective start has been made to the target setting process, which is helping to support continuing improvement in learning.

57. From an above average starting point, pupils achieve very well during their time in school. Standards are well above average in Years 2 and 6. Pupils with special educational needs and the higher attaining pupils make very good progress in relation to their prior attainment. The very positive standards reached are due to excellent planning, very good teaching and effective use of assessment. Every effort is made by staff to raise pupils' attainment. Where girls have tended to do better than boys in the infant phase, the school has worked successfully to raise boys' achievement and the gap has narrowed. All pupils are well placed to meet or exceed the targets set for them in the 2004 national tests. The analysis of pupils' work, together with lesson observations, confirms this picture.
58. Teaching is very good and some excellent teaching was observed in the infant and junior phases during the inspection. The school has equally effective provision for pupils of different ages within the same class, which ensures that learning is of the same quality for all pupils. The quality of planning is outstanding and all activities are very well matched to pupils' abilities. Planned activities are both enjoyable and purposeful and this enables pupils to achieve very well. In Years 3 and 4 pupils made very good progress in planning the first part of their story due to their teacher's very high expectations and very clear explanations. Good use is made of ICT to support learning, and very good support is provided for pupils with special educational needs. The subject also makes a very good contribution to pupils' spiritual, moral, social and cultural development through very well planned activities and the opportunity to work with authors, professional poets and dramatic groups.
59. Overall, standards in speaking and listening are well above average in the infant and junior phases. Pupils speak confidently about a range of subjects. For example, Year 5 and 6 pupils have a very good knowledge of literature, poets and authors due to very good teaching and excellent opportunities to work on *Macbeth* with a theatre company and poetry with a poet. Younger pupils have an improving vocabulary due to very good teaching, which has a very good impact on their learning. Staff work very hard to help pupils to extend their vocabulary by encouraging pupils to participate in drama activities and talk about their work in each lesson. Interesting starts to lessons also help pupils to communicate effectively, such as in a Year 3/4 lesson in which pupils tried to imagine what life was like when they shrank to the size of the little people in the story *The Borrowers*.
60. Standards in reading are also currently well above average in Years 2 and 6. Pupils achieve very well in reading, with the very good development of their knowledge and enjoyment of books being developed very well alongside their reading skills. There is a well structured reading programme in place and very good opportunities are provided during the school day for pupils to read in groups, pairs and individually. Very well taught reading skills ensure that younger pupils read accurately and fluently. For example, Year 1 and Year 2 pupils made very good progress in reading and acting out the story of the *Three Little Pigs* due to a very well planned lesson and very good teaching. All pupils tackle new reading material confidently and are very clear about the strategies that they need to use to read words and sentences. Older pupils enjoy reading the work of authors such as Lewis Carroll, J K Rowling, Dick King-Smith, Roald Dahl and William Shakespeare. All pupils enjoy reading with parents and carers at home and this helps them to progress very well. Book areas in classrooms are very well organised and used very effectively, however, the cramped nature of the accommodation restricts the development of a school library.
61. Attainment in writing is well above average in Years 2 and 6. All pupils, including the higher attaining pupils and those with special educational needs, achieve very well due to very good teaching. Standards in writing have risen because of:
- Excellent leadership by the subject coordinator
 - Revised planning, which is of a very good quality.

- Valuable opportunities for extended writing, for example, in history in *Britain since the 1930's* and the *Second World War* topics.
 - The celebration of pupils' writing in displays.
62. The teachers have high expectations of handwriting and spelling. Due to the effective introduction of target setting, pupils have a clear understanding about what they have to do to improve. Year 1 and Year 2 pupils have successfully written stories about dinosaurs, while Year 5 and 6 pupils have considered evacuation in World War II from both a child's view and an adult's view. They have also written some well presented and illustrated work entitled *Above the Hills of Derbyshire*. The pupils' stories were fully valued in the displays.
63. The leadership and management of the subject is excellent, with good use made of assessment to formulate pupils' targets. Teaching, planning and learning are very well monitored and there has been very successful work to improve the quality of provision and achievement in English. There are very appropriate plans for the continuing improvement of the subject that have every prospect of maintaining the strengths in provision.

Language and literacy across the curriculum

64. The development of pupils' English knowledge and skills across the curriculum is very good. Writing, in particular, is developed most successfully in subjects such as science, ICT, geography and history. There are ample opportunities for pupils to write at length in these subjects. Handwriting, spelling and punctuation skills are all developed very effectively by such links. There are also very good opportunities for pupils to consolidate and extend their speaking and listening skills in other subjects and teachers provide very useful experiences for pupils to research topics, thus promoting very good reading skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average and achievement is very good.
- The quality of teaching and learning is very good.
- There is a very good curriculum for mathematics.
- Mathematics is very well led and managed.
- The target setting, sharing and tracking process is not fully developed.

Commentary

65. Although it is difficult to make year-by-year comparisons with national results in mathematics because of the small number of pupils in school, it is evident that the picture in the longer terms is of standards that bear very favourable comparison with those in other primary schools. This year, the pupils in Years 2 and 6 are reaching standards that are well above average. They have a fluency, accuracy and speed in mathematics that equips them very well for the next stage in their education. The pupils are able to apply mathematics to a wide range of situations, and investigate and solve problems with skill. Many pupils in all year groups are working at above average levels and beyond, and nearly every pupil in school is reaching the minimum level expected.
66. The quality of teaching is very good, which ensures that learning is also very good. The encouragement of pupils is excellent, leading to great effort and productivity. Teachers set high standards of work and behaviour so that every lesson is used fruitfully for its full extent. All pupils, regardless of background, are given every opportunity to succeed. Mathematics learning is enjoyable, motivating and pupils respond enthusiastically. Many say that

mathematics is their favourite subject. Pupils build knowledge, skills and understanding at a very good rate, which leads to very effective achievement.

67. The curriculum for mathematics is very well planned. The balance between the different strands is very well promoted. The focus on problem solving and investigation is strong and links to other subjects are very useful in enabling pupils to consolidate and extend their mathematical expertise. Pupils with special educational needs, most of whom have some form of learning difficulties, are provided for most successfully and they make the same very good progress as the other pupils. Teaching assistants do a very good job in supporting their pupils and this is a key factor in the overall very good achievement in school. Provision for middle and higher attaining pupils is also very good. The school has successfully developed provision for pupils of different ages within the same class, which ensures that equal opportunities for learning are guaranteed.
68. The system of assessment for mathematics is very good. There are very detailed records kept of pupils' achievements that are based on rigorous assessment of progress. However, the setting, sharing and tracking of targets is not as well advanced as the new system introduced in English. Marking of work does not flag clearly enough how pupils can improve their work and there are too few opportunities for pupils to review and evaluate their own learning in lessons.
69. Mathematics is a very well led and managed subject. There is very effective monitoring and evaluation of the subject that leads to a thorough understanding of the strengths and areas for improvement. For example, the school improvement plan has the development of the target setting system amongst its core priorities. Mathematics has a very promising future in school.

Mathematics across the curriculum

70. Mathematics is very well linked into other subjects. It is very evident from the scrutiny of pupils' past work that the graphical and tabular representation of data is a frequent experience. Links are particularly strong with science and ICT in this respect. In many cases the links are three-fold, in that there is a strong tie-in to the development of writing skills as pupils explain their graphs, for example, and draw out detailed conclusions. Basic arithmetic skills are fostered very effectively outside mathematics lessons, with frequent examples of pupils calculating the answers to money, time and other numerical problems.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils have above average skills and knowledge and they achieve well.
- The quality of teaching and learning is good.
- The science curriculum is of good quality.
- The leadership and management of science is very good.
- There is still work to do on target setting, sharing and tracking.

Commentary

71. In recent years, the results in science have not always been as strong as those in English and mathematics, even allowing for the small number of pupils involved. School managers investigated the reasons for the lower standards and changed the curriculum and teaching in order to improve the results. This has been very successful and standards this year are above average overall. Achievement in science is good and skills and knowledge are built well.
72. Science is taught effectively. With the improvements to the curriculum has come greater emphasis on investigation and problem solving, so that most science lessons now give all

pupils some good and very good opportunities to take responsibility for their own work when setting up tests, making predictions, observing and interpreting the results. From a fairly early stage, pupils explain any differences in outcome compared to their predictions and they write up these observations well. Teachers use good methods and make effective use of resources in lessons. Time is well used and the work is challenging for all pupils.

73. The science curriculum has been enhanced well in a bid to emphasise the development of problem solving and investigation skills. It is firmly rooted in practical activities that motivate the pupils well. Pupils of different ages within the same class are equally well provided for and this ensures that equal opportunities for learning are maintained. Learning is productive because the pupils are well focused on their task, behave very well in lessons and, because relationships are excellent, they work responsibly and collaboratively. This enables pupils to build knowledge, skills and understanding at a good rate.
74. Leadership and management are of equally very good quality. There is a very clear agenda for improvement in science that is pursued with dedication and hard work by staff. Assessment has been a focus for the subject leader and the system is evolving as an effective set of procedures to check achievement. However, there is not yet a formal system for setting, sharing and tracking the targets set for individual pupils. As in mathematics and English, marking does not give clear enough indication of ways for individual pupils to improve their work and the self-evaluation of progress by pupils in lessons is not frequent. The school has clearly identified this as the next major priority for the development of science. There is every prospect that this will be successfully implemented.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Attainment in ICT is well above average and achievement is very good.
- The quality of teaching and learning is very good.
- There is a very good curriculum for ICT, which is firmly rooted in links to other subjects.
- The management and leadership of ICT is very good.
- The school makes as effective use of the cramped accommodation as it can.

Commentary

75. The development of knowledge, skills and understanding in ICT is totally through the use of computers and other technology in other subjects studied by the pupils. The curriculum for each subject has very clearly identified opportunities for the use of computers to enhance knowledge and understanding in that subject but also the development of skills in ICT. The cramped accommodation in school means that computers have to be shoehorned into corners and other spaces, so the teaching of skills to the class as a whole is very difficult. The cross-curricular use of ICT is the school's response to this situation. It is clearly a very successful strategy that results in standards in ICT that are well above average and achievement which is very good.
76. Pupils handle computers with a confidence and skill that is very good. They are adept at the use of advanced features of word processing, database and spreadsheet software to enter, manipulate and present data. The quality of work produced is very good; for example, pupils' use of design software is often outstanding, resulting in excellent quality visual displays that show careful attention to detail. Such work is often dovetailed into expressive written accounts, such as that by Year 1 and 2 on dinosaurs.
77. Teaching and learning are both of very good quality. Although the accommodation is very cramped, staff put it to very effective use of it as possible and there is very good use made of

resources. The pace of lessons is very good. Support staff and other adults give particularly well-focused support during lessons. This contributes very effectively to pupils' building of knowledge and skill. A key to the success in ICT is pupils' mature approach to learning. From early in school, pupils work very well together; they put in very good effort and produce ample work of very good quality. The interaction of pupils in learning is a strength; behaviour is excellent and relationships are outstanding.

78. ICT is a very well led and managed subject. There is very clear educational direction for the subject and the systems of monitoring and evaluation are sharply focused on the rate of development of skills and knowledge in the subject and, hence, pupils' achievement. School managers and the governors have been very successful in making very good quality provision in ICT despite the limitations of the accommodation. There is a very firm, well documented, agenda for improvement.

Information and communication technology across the curriculum

79. There are copious displays about the school of pupils' work in subjects such as English, mathematics, geography, history and religious education, where ICT skills have been honed during the production of written, graphical, diagrammatic and graphical pieces. The cross-curricular links between ICT and other subjects are very well planned and the quality of provision is very good. ICT is clearly a tool for learning as well as a tool to be learned.

HUMANITIES

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Pupils attain well above average standards and they achieve very well.
- The quality of teaching and learning is very good.
- Leadership and management of religious education are very good.
- Religious education makes a strong contribution to pupils' personal and spiritual, moral, social and cultural education.

Commentary

80. Pupils are very well taught in religious education. The subject is a centrepiece of the curriculum and there is a very good balance between the two component parts. Pupils learn as much *from* religion as they do *about* religion. This shows in the high quality ethos in school, the excellence of relationships and the care and empathy shown to each other. The very good links with the local community, especially the churches in the neighbourhood, help to bring religious education alive and to set it firmly within the school's Christian heritage.
81. The study of well-known stories, events and people from the Christian tradition is at the heart of the religious education curriculum. For example, the lively, interesting display of religious education work in the entrance foyer includes pupils' reflective *Letters to God* and work that celebrates the year of the Christian church. Assemblies contribute to this emphasis on Christianity and successfully help broaden pupils' understanding of religion.
82. Pupils also learn about other religions. The curriculum conforms to statutory requirements in its balance between the focus on Christian traditions and those of other faiths. The school takes good pains to ensure that the pupils, all of whom live in rural communities in the heart of the Peak District, have good knowledge and understanding of key elements of other faiths. They understand the similarities and differences between faiths and have appropriate

knowledge of some of the stories found in the holy books of these religions. Overall, standards are well above average and achievement is very good.

83. Religious education is very well led and managed. There is very good understanding of the strengths and areas for development and staff are firm in their conviction that religious education should be meaningful for the pupils. This conviction is upheld successfully in the very good teaching and learning that takes place. Planning is detailed and comprehensive, expectations are high and there is very good challenge in the work. Pupils of all academic backgrounds are very well motivated towards their learning and they are very productive in output.
84. The all-round development of pupils is a strength of the school. This is in no small part due to the contribution that religious education makes to pupils' personal and spiritual, moral, social and cultural education. There is every prospect that provision for religious education will continue to be of very good quality.

Geography

Provision in geography is **very good**.

Main strengths and weaknesses

- Standards are well above average and achievement is very good.
- There is a very well planned curriculum.
- Teaching and learning are very good.
- Geography is very well led and managed.

Commentary

85. Pupils study from a very good curriculum for geography. In many respects, the curriculum is a model for other schools, as the cycle of provision in tandem with history is very well developed and pupils have regular opportunities to develop skills and knowledge in a systematic way. The links with ICT are a particular strength that enables pupils to develop greater insights into geography. The quality of leadership and management is very good and this has resulted in good understanding of the strengths and areas for improvement in the subject and carefully monitored provision to ensure there is equality of access to a rich and very well motivating curriculum.
86. Standards are well above average. Not only do pupils have well above average knowledge of geography, they also have very well developed skills. The quality of writing and statistical recording in geography is of very good quality. The links with other subjects, such as science, enhance the development of skills and knowledge most effectively. For example, in their work on the changing state of matter in science, junior pupils learn about the water cycle. They relate this confidently to their understanding of the local area.
87. Teaching quality is very good. Teachers have very good subject expertise, they provide demanding work and the pace of learning is very good. The Year 1 and 2 pupils were observed to be totally fascinated by a collection of eight photographs of landmarks on their route to school. Each pupil had an individual collection of these photographs and they thoroughly enjoyed sequencing them into a group of four near the school and four near home. They then assigned each photograph to a location on the route map they had prepared the previous lesson. The higher attaining pupils rose well to the challenge of imagining their route started in a neighbouring village and tracking its course with a collection of less familiar landmarks. In this lesson, and also as shown by the scrutiny of past work, learning was very effective, resulting in very good achievement.

History

Provision in history is **very good**.

Main strengths and weaknesses

- Achievement is very good, which leads to well above average standards.
- The quality of teaching and learning is very good.
- The curriculum is rich and exciting.
- Leadership and management of history are very good.

Commentary

88. History is taught in a very well planned cycle with geography and is clearly a subject that is enjoyed by pupils and staff alike. The evidence from pupils' past work shows that the curriculum is rich and stimulating and linked well to other subjects, especially English, mathematics and ICT. The work in Years 1 and 2 on the First World War is an example of the way in which staff provide high quality learning experiences. The display of this work shows that parents and the community have been drawn into the work. Without their contribution, the provision would clearly not be of the same high quality. The work on display has many outstanding qualities, not least the calibre of drawing of, and recording the inscriptions on, local war memorials. All pupils, from Year 1 on, use dates effectively in discussing the past and they are able to make comparisons between people and events of the past and those today.
89. Standards in history are well above average and achievement is very good. These are the results of a very well taught subject. Staff prepare their lessons meticulously, drawing very strong links with ICT. The tasks provided are challenging and very well motivating and have to be completed in a very well judged time span. Knowledge, skills and understanding are very well targeted for consolidation and extension. The written work that emerges is frequently of high quality. The pupils put in very good effort and take great pains over their work. They work together very well; relationships and behaviour are excellent.
90. As in geography, the work in history makes a very strong contribution to pupils' personal and spiritual, moral, social and cultural development. There is ample time to reflect on what has been studied and to relate it to the pupils' own experiences. Some of the Year 1 and 2 work on the First World War is most moving in its study of the lives and deaths of local volunteers and conscripts. The prospects for maintained high quality provision is very good because history is very capably led and managed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

91. Only one lesson was seen in art and design and no lessons at all in design and technology. It is not therefore possible to make a firm judgement about overall provision; however, the evidence available suggests that it is good in both areas. In addition to observing the one lesson, inspectors spoke to subject leaders about their work, spoke to pupils about what they had learnt in art and design and design and technology, and looked at pupils' past work.
92. It is evident from teachers' planning, the prospectus and discussions with pupils that work planned in art and design is both varied and interesting. This is a similar picture to that at the time of the last inspection. This lively approach was evident in a good Year 3, 4, 5 and 6 art lesson, when pupils concentrated very hard to create very good quality animal pictures using charcoal and camouflage colours. The pupils then collaborated very well with their partners to praise and evaluate each other's work. The teachers and learning assistant supported all

pupils, including those with special educational needs, well in their learning. Displays are bright and colourful around the school and the subject makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

93. The excellent curriculum for art and design is broad, balanced and relevant. It is enriched by experiences such as Art Week and working with professional potters and artists to create pottery divas, thumb pots, pottery houses, Roman tiles, African masks and willow pattern stars. Infant pupils thoroughly enjoyed completing very good quality collages of wild fowl following a visit to Carsington Water. There is very good use made of ICT to support pupils' learning and older pupils really enjoy researching information about artists on the computer. They thoroughly enjoy clay work, marbling and three-dimensional art. Fine examples of paintings produced by the pupils are featured in their art gallery. Standards in art and design are well above expectations for pupils by the ages of seven and eleven. Pupils, including those with special educational needs achieve very well according to work examined.
94. In design and technology, discussion with pupils and examination of displays and photographic evidence showed that they are gaining very good experience of a wide range of materials and techniques. They are also developing very well the expected subject skills through designing and making a wide variety of products. For example, Year 1 and 2 pupils have designed and made a well and winding mechanism with bucket attached to rescue the rabbit from the bottom of the well. Junior age pupils have designed and made fairground rides, moving toys and games. Standards are well above average for seven and eleven year olds.
95. Teachers capture pupils' interest and imagination, and all pupils, including those with special educational needs, achieve very well in design and technology in relation to their prior attainment due to very well planned lessons and very good development of their designing and making skills. The pupils talk excitedly about the challenges presented by their teachers. It is clear that pupils are used to evaluating their own work and that of their classmates.
96. There is very good leadership and management of the two subjects. Staff have clear priorities for future improvement and are working hard and successfully to implement these. There is very good consistency in provision for art and design and design and technology in all classes because of this very effective leadership. Very good pupil self evaluation is in place, and more formal systems are being developed for assessment.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Standards are very good throughout the school in singing, ensemble playing and composition work.
- Pupils achieve very well due to very good teaching.
- The quality of the curriculum is excellent.

Commentary

97. Standards in music are well above average by the end of Years 2 and 6, which is a considerable improvement since the last inspection. In Years 1 and 2 the pupils show very good understanding of how to compose music, sing in two parts and play percussion instruments in an ensemble. They give very clear explanations as to how symbols can be used to describe changing sounds. They display sheer enjoyment as they play *Mr Happy* and *Mr Sad* music as a class ensemble. There is excellent consolidation of their knowledge and understanding by the teacher as they play a piece entitled *Mr Blobby* at sight.

98. In a very good Year 3, 4, 5 and 6 lesson, pupils sang *The Cuckoo Calls* very well in two parts. The quality of their singing was also bright and tuneful in assemblies with full awareness of diction, breathing and dynamics as they performed *Seek Ye, First and Rejoice in the Lord always* with the younger children. Standards of ensemble playing are very good in the junior phase, with pupils playing a wide range of instruments such as violins, flutes, clarinets, recorders, trumpet, cornet and percussion. They achieve very well due to very good teaching and are soon able to perform four pieces of contrasting style and mood.
99. The quality of the curriculum is excellent and the subject makes an outstanding contribution to pupils' spiritual, moral, social and cultural development. There is a recorder club and very good quality peripatetic teaching of flutes, clarinets, cornets, trumpets and violins. These lessons are well attended, standards are good and pupils' learning is enhanced well. All pupils, including those with special educational needs, achieve very well across the school due to very good teaching. Pupils are regularly involved in musical performances both within school and in concerts or festivals in the wider community. The subject leader provides excellent, clear educational direction for this subject. Music is one of the many strengths of the school.

Physical education

100. No lessons were observed in physical education during the inspection. The school is very short of suitable indoor accommodation for the subject. Provision for dance and gymnastics is subject to complex re-arrangement of the furniture to create space for movement. This is difficult to achieve because there is little space to store the furniture that is removed. This is particularly the case for the junior pupils as their classroom is tiny. There is a games field below the school, though this is boggy during wet weather. Links with other schools are particularly helpful in extending the range of sports activities available to the pupils. The school makes good provision for swimming, and most pupils can swim the desirable 25-metre length, or more, by the age of eleven. Nevertheless, the overall poor quality of the accommodation has an adverse effect on the development of skills in physical education.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. No lessons were observed in the provision of personal, social and health education. However, it is evident that all the pupils in this small school are very well supported in their development as people. The staff know the pupils very well as individuals and they work very effectively to build very positive relationships, attitudes and values. Pupils work together very effectively and they enjoy high quality relationships with teachers and other staff. The rapport with adults is outstanding and pupils' views are taken very seriously by staff as they plan for improvements in the quality of educational provision.
102. Health education is very well built into the work for science. Drugs, smoking and sex education are provided as discrete units of work within the provision for science. There are also lessons devoted to the development of personal and social skills and aspects of health education. These are clearly effective, as shown by the pupils' responses to the work and leisure sessions observed during this inspection. Religious education lessons also clearly have an impact on developing the pupils as well-rounded people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	2