

# INSPECTION REPORT

## **HADFIELD INFANT SCHOOL**

Hadfield, Glossop

LEA area: Derbyshire

Unique reference number: 112692

Acting headteacher: Anne Urquhart

Lead inspector: Barbara Crane

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> October 2003

Inspection number: 256306

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7
Gender of pupils:	Mixed
Number on roll:	183
School address:	Merseybank Road Hadfield Glossop Derbyshire
Postcode:	SK13 1PN
Telephone number:	01457 853958
Fax number:	
Appropriate authority:	Governing body
Name of chair of governors:	Mrs M K Holtom
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This average sized school has 183 children on roll aged from four to seven years. Most of the children have attended the local nursery, which is close to the school but not on its site. In the present Year 2 there are double the number of boys to girls. The school's assessments of children when they start school show average attainment. Nearly all children come from white, British families, with a very small number of dual ethnic heritage. All children speak English as their first language. The area served by the school is fairly average and eighteen percent of the pupils are entitled to free school meals. There is a broadly typical number of children with special educational needs. The school was awarded the Basic Skills Quality Mark in 2003 and a School Achievement Award in 2001.

The headteacher of the school died unexpectedly a few weeks before the inspection took place and so the deputy head took over the school as acting headteacher.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	Foundation Stage, English, art, design and technology, music.
19426	Chris Farris	Lay inspector	
24895	Kath Hurt	Team inspector	Mathematics, history, geography, religious education.
18935	Chris Bolton	Team inspector	Science, information and communication technology, physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very good school.** Pupils achieve very well to reach standards that are well above average. The teaching is very good, as are the school's leadership and management. **The school gives very good value for money.**

**The school's main strengths and weaknesses are:**

- There is high quality teaching throughout the school that leads to very good achievement and high standards.
- Very good leadership and management ensure that the staff work together very effectively, with a clear vision for the school and commitment to improvement.
- Personal development is very well promoted through careful planning that builds pupils' confidence and initiative as well as very good relationships, behaviour and attitudes.
- The curriculum is rich, broad and varied so that pupils are enthusiastic about learning.
- The parents have a high level of confidence in the school and appreciate what it provides.
- The targets set for a few pupils with special educational needs do not set out the small steps needed to improve.

The school has improved greatly since its last inspection in 1998. Standards are much higher and the teaching has improved considerably. The school has fully resolved the weaknesses that were identified: the more able pupils now achieve very well; standards in science are much better and investigative work is a strength; the co-ordinators for subjects look more closely at what needs to be done to bring about improvement.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	B	A
Writing	A	A	A	A
Mathematics	B	B	A	A

*Similar schools are those with similar percentages of pupils eligible for free school meals*

The school has a strong picture of standards over time. **Pupils' achievement is very good.** By the end of the Reception year, children exceed the expectations for their age in all areas of learning and they have a very firm foundation for future achievement. In Year 2, standards are well above average in reading, writing, mathematics and science. Standards in other subjects are above average and are much better than expected in geography. Pupils use their skills in literacy and numeracy very well in other lessons. Nearly all pupils with special educational needs make very good progress but the lack of precise targets for a few leads to some not making the best possible progress in reading and writing.

**Pupils' moral, social, spiritual and cultural development is very good.** Pupils' attitudes to school are very positive and they are eager to do well. They respond very well to the school's 'golden awards' for effort and achievement. Relationships throughout the school are warm and supportive and pupils respect others' feelings. Pupils understand the need for rules and are involved in drawing them up. They behave very well and show a strong sense of self-discipline. Attendance is average.

## QUALITY OF EDUCATION

**The school provides a very good quality education** and so pupils do very well. **Teaching and learning are very good** for pupils of all ages. Children get off to a very good flying start in Reception and learn very diligent work habits. High expectations of work and behaviour are evident in all years. The basic skills are taught very well and there is a high level of challenge for all pupils. Teaching is enthusiastic and lessons are interesting and so pupils want to learn. Classroom assistants work effectively to support pupils' learning. There is a very good, broad and vibrant curriculum that links well together and supports high standards in several subjects such as art and geography. The curriculum is enriched with a very good range of activities such as clubs, visits out of school and visitors to widen pupils' experience. The school has a very good partnership with parents and a welcoming atmosphere. It effectively takes care of its pupils and gives them very good support and advice.

## LEADERSHIP AND MANAGEMENT

**The leadership of the school is very good.** The effectiveness of the previous headteacher's leadership is seen in the high expectations and strong resolve that support the staff in their efforts to raise standards and provide for children's personal development. **The management of the school is very good** and the well-established and robust systems have enabled the acting headteacher to successfully continue the school's work. The staff work very closely together and make a strong team. Their vision for the school is fully shared by governors. **The governance of the school is good.** Governors are well informed, perform their duties well and provide good support for the school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very positive. They express a high level of confidence in the staff and appreciate the efforts made to help children grow in confidence and do well in their work. Some parents feel that the reading books that are sent home with children are not of the best quality and the school is working to improve this. Children enjoy school and value the opportunities it gives them to learn.

## IMPROVEMENTS NEEDED

The most important thing that the school needs to do now is to:

- Improve the progress made by a few pupils with special educational needs whose targets are not sufficiently precise to allow them to do their very best.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve very well throughout the school. Standards in reading, writing, mathematics and science are well above average.

#### **Main strengths and weaknesses**

- The Reception children get off to a very good start.
- Achievement is very good because of high expectations and challenging work in all years.
- More able pupils are very well catered for.
- Pupils use the skills they have learned in one subject very well in other subjects.
- A few pupils with special educational needs do not make the best possible progress.

#### **Commentary**

1. This school has a picture of strong standards over time. Reading and mathematics results have been either well above average or above average over the past three years. The picture in writing is even better, with well above average standards over the same period. There is a strong four-year upward trend in writing. Most pupils do very well; for example, the school gets a bigger than average proportion of pupils to the higher level. Results compare very well to those in similar schools. The table below shows the school's most recent results.

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

Standards in:	School results	National results
Reading	16.9 (17.1)	15.7 (15.8)
Writing	16.1 (16.5)	14.6 (14.4)
Mathematics	17.7 (17.5)	16.3 (16.5)

*There were 66 pupils in the year group. Figures in brackets are for the previous year*

2. Although boys at this school do a great deal better than in most schools, they have not done quite as well as the girls. The school has recognised this and looked at ways to improve boys' interest and performance. This has been very effective and in the current Year 2, which has a very high proportion of boys, standards are still high.
3. By the end of the Reception year, children have exceeded the goals set for their age in all areas of learning. This gives them a flying start to their work, which is built upon further in Years 1 and 2. Standards are well above average in reading, writing, mathematics and science. Standards are good in art, design and technology, information and communication technology (ICT), history and religious education. Standards are very high in geography. There is a very good level of challenge in the work that means that more able pupils do very well.
4. Pupils use their knowledge and skills from one subject very effectively to support their learning in other subjects. Literacy and numeracy skills are very well used in all lessons to find out information or present ideas and pupils confidently use computers.
5. The majority of pupils with special educational needs make very good progress because teaching very effectively matches work to their needs. A few, however, make slower progress in reading and writing because the targets set for them lack precision and teachers are not as sure as to the specific aspects of pupils' work that need to be worked on. This reduces the

effectiveness of the support given in lessons because the small steps needed to overcome problems are not always identified. For example, a few pupils continue to struggle with forming particular letters correctly because the targets for them indicate that these pupils need to improve letter formation and do not specify which letters need improving.

## Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour relationships and the spiritual, moral, social and cultural aspects of their personal development are very good because of the school's very effective provision. Attendance is satisfactory.

### Main strengths and weaknesses

- Pupils grow in self-esteem, and are keen to do well and to take on responsibilities.
- They get on very well together and know that the way they treat others affects their feelings.
- Pupils know the school's rules and keep to them even when adults are not about.
- The school helps them to understand that people have different beliefs and live in different ways.

### Commentary

6. Pupils enjoy school because they are interested in the work and enjoy being together. Each classroom has a rota of helpers who help with, for example, preparing fruit, keeping displays tidy or taking the register to the office. Pupils eagerly wait for their turn to perform these duties and know what they have to do to discharge them properly. The staff are good at listening and so pupils are happy to share their ideas and concerns.
7. The school sets out clear guidelines for pupils' behaviour and the consistently high expectations are rewarded by a strong sense of self-discipline, even when there are no adults directly at hand to check that pupils are keeping to the rules. This is because pupils see the sense of the rules and know why they are necessary. They are involved in drawing up the rules for their classrooms. Pupils' understanding of their own and different cultures is extended very well through visits in the local area and excursions to places such as the Jewish Museum in Manchester. They enjoyed taking part in a workshop in which they learned more about Afro-Caribbean dance, music and art.
8. Pupils respond very well to the opportunities given to grow in understanding of others' needs. At playtimes, for example, pupils understand the necessity for separating different games into different areas so that all can benefit from the space available. They use the play equipment sensibly to sustain games together and resolve any difficulties that arise without undue fuss. In lessons, pupils help each other. In a literacy lesson in Year 1, for example, a pupil quietly guided his friend who was changing the first rather than the last letter in a word. Pupils with special educational needs are fully included in play and work activities, both because of classroom assistants' sensitive support and pupils' recognition of their classmates' different needs.

### Attendance

#### **Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
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.*

### **Ethnic background of pupils**

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	0	0
2	0	0
4	0	0
2	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a very good quality education. High quality teaching and learning are supported by a rich curriculum. The school takes very good care of its pupils and includes parents very well in its everyday work.

### **Teaching and learning**

Teaching and learning are very good and so pupils make very good progress. Assessment is very good.

### **Main strengths and weaknesses**

- Very good work habits are established right from the start.
- Teaching is enthusiastic and inspires pupils' interest in learning.
- There is a very good balance of listening, talking, doing and finding out more in lessons that keeps pupils alert and involved.
- There are very good checks on how well pupils are doing.
- The work is usually adapted very well to meet the needs of different abilities but on a very few occasions this is not as good as it should be for pupils with particular needs.

### **Commentary**

9. There are consistently high expectations of hard work and behaviour throughout the school and the teaching for the youngest children sets the tone for this. Children in Reception quickly learn that their efforts will be praised and rewarded and so they try hard. The very good encouragement adults give to Reception children to try out their ideas and talk about their thoughts pays dividends in children's confidence and ability to tackle new work. As the basic skills have been very well taught, children start in Year 1 poised for further success and the opportunity to extend learning is quickly grasped by the next teachers to build skills further.
10. Teachers have a very good knowledge of their subjects and how to plan lessons that focus closely on developing specific skills. Teachers' enthusiasm is infectious and pupils want to do all that they can to please them. The activities in lessons are varied so that pupils' interest is maintained. They listen to each other and adults because people have interesting things to say. Classrooms are full of things to look at and touch, to read and explore. The pupils' finished work is beautifully displayed, alongside photographs of them working together, and they are extremely proud of their achievements. Classroom assistants know what to do and work closely with teachers to support pupils' learning.
11. There are very good systems for checking how well pupils are doing. Teachers sit with pupils, asking questions and encouraging them to talk about their work. Teachers and classroom

assistants reflect on how well groups have learned over lessons and whether progress needs supporting. As a result, teachers usually plan the next steps carefully so that harder tasks are set for more able pupils and extra support and simpler tasks are set for the less able and those with special educational needs. There are, however, a few times when teaching does not meet closely enough the needs of a small number of pupils with special educational needs. This is because the targets set are too vague to be helpful in precisely guiding teaching on points for improvement.

### **Summary of teaching observed during the inspection in 22 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	13	6	1	0	0	0

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

## **The curriculum**

The school provides a very good curriculum that is enriched with a wide range of activities outside normal lessons. The school's accommodation and resources are satisfactory.

## **Main strengths and weaknesses**

- Pupils do particularly well because of very good planning that ensures topics are covered thoroughly, with interesting activities that successfully challenge pupils of different abilities and needs.
- Pupils are enthusiastic learners because a very good range of extra activities successfully enriches and brings the subject to life.
- The accommodation is good, and high quality displays provide a good stimulus for learning.
- There are some limitations in outdoor play for the Reception children, and the quality of reading books that go home is variable.

## **Commentary**

12. Teachers work tirelessly to make their lessons effective and interesting. They successfully use the national guidance, carefully adapting it so that pupils of different abilities all move forward confidently and rapidly in their learning. Although literacy and numeracy are priorities, there is a strong emphasis on providing a wide and varied curriculum in other subjects. For instance, effective planning of practical activities with high levels of challenge in geography means that standards are high. The provision for pupils with special educational needs is good. Pupils achieve very well overall, though the individual education plans of a few pupils could be more precise in identifying the small steps needed to speed their progress further in subjects like reading.
13. The curriculum is made more rich and vibrant by a very good range of extra activities and experiences. An Activities Week, when a science theatre group engage pupils in music, drama and art activities through a circus theme, gives a considerable boost to pupils' creativity. Very good use of the local area provides an effective springboard for their geography work with, visits to Hadfield to see the clinic, church, library and other buildings. Further afield, visits to Peveril Castle and to the Transport and a Jewish Museum give pupils a sharp insight into the lives of other people now and in the past. The school has significantly improved the range of extra-curricular activities on offer since the last inspection. Pupils now enjoy taking part in a range of activities that are not typically provided for pupils of this age, like the French, Green Rangers and recorder clubs.

14. The accommodation is good. The recent extension provides spacious classrooms for older pupils and there is a well-equipped computer area. Teachers present pupils' work attractively in high quality displays that add much to the bright and stimulating atmosphere in the school. Outside, the space is adequate. There is a very well-equipped quiet area in the playground, but children in the Reception classes have limited facilities for exploration and imagination in outdoor play activities. Although resources elsewhere are satisfactory overall, some parents express concern about the quality of the reading books their children take home to read. The school has recognised this and is currently improving its stock of reading books.

### **Care, guidance and support**

The school provides good care, guidance and support for its pupils. This means that pupils readily turn to staff if they want to express opinions or have concerns.

### **Main strengths and weaknesses**

- Children are helped well to settle down when they start school and the very good relationships throughout the school mean that pupils readily turn to the staff if they need help.
- Pupils are taught about the importance of keeping themselves and others safe.
- The checks on possible risks arising in the school's environment have fallen behind schedule.

### **Commentary**

15. The school provides a good level of care for its pupils on a day-to-day basis. Children settle happily because of the warm welcome and encouragement given in the Reception classes. There are good procedures to help children settle into the school and get used to the routines of the school day, including a taster session and guidance for parents on how they can help children to build independence. This emphasis on helping pupils through supportive relationships continues throughout the school. Staff put the pupils first. They know the pupils well and are sensitive to their needs. Pupils feel comfortable to express opinions or talk about problems because they know that adults will listen to them and take them seriously. All of these factors contribute to pupils' very good progress.
16. Pupils whose needs are very specific are very well catered for and included in all activities. The school seeks and acts upon advice from outside agencies when necessary so that it can better support pupils.
17. Pupils are made very aware of the need to keep themselves and others safe. In a practical session in Reception, for example, children knew why it was necessary to wash their hands before starting on a baking activity. Pupils know how to handle tools safely. They are aware of areas in the school, such as the steps from the playground, where they have to take extra care and look out for others. The pupils have been taught how to use the new log activity trail and quiet areas safely.
18. The governors recognise that the programme of assessing risks in the school's environment has fallen behind schedule and have plans in hand to remedy this.

### **Partnership with parents, other schools and the community**

The school has a very good links with parents and other schools and good links with the community.

### **Main strengths and weaknesses**

- Parents have very favourable views of the school and recognise that their children get a very good education.

- They receive very good information about their children’s progress and about general school matters.
- Parents contribute well to their children’s learning at home and at school.
- There are very good links between the school and the neighbouring junior school and good links with local nursery schools.
- The school uses the local community well to widen pupils’ experience and to support their education.

## **Commentary**

19. Parents are very supportive of the school and are understandably very happy with the education provided for their children. Parents see the school as being well led, with very good teaching and strongly promoting a work ethic. They see their children liking school and being helped as they mature and become more independent. They find the school very welcoming and they appreciate the guidance that they get to enable them to support their children’s work at home. The inspection findings firmly endorse these views.
20. The school provides very good information overall to parents on their children’s progress and on general matters. Particularly impressive are the pupils’ annual reports. These not only give good detail of attainment and progress in all subjects but also provide very detailed targets and suggestions to enable parents to help their children move forward in their learning. Other statutory documentation, including prospectus and governors’ annual report, is well presented, useful and informative.
21. Many parents help their children with their work at home and this has a positive effect on pupils’ progress. Each class has a band of willing parent helpers, some of whom have undertaken training to enable them better to support pupils’ reading. Parents also provide willing help on visits out of school. The parent teacher association raises significant funds by arranging events that are well supported by many parents. Such funds benefit the pupils and go towards learning resources and improving the school environment.
22. The school works closely with local nursery schools to ensure pupils enjoy a smooth transition to full time education. Very good links exist between the school and St Andrew’s Junior School, to which almost all pupils transfer at age seven. Joint staff training takes place and there is regular consultation between the schools to ensure there is a seamless transition when pupils move. The links include use of the sporting facilities and attendance at school concerts at the junior school.
23. The school uses the local area effectively to further the pupils’ experiences and learning. As well as local walks, pupils make many visits, for example to the baby clinic, the library and shops, and such experiences support the curriculum well and widen the pupils’ knowledge and social skills. Pupils attend festival services at a local church, which supports their religious education. Visitors in school from local services, including police and fire, tell pupils what they do and help them to learn to recognise and deal with some of the dangers of life.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The high quality leadership by the acting headteacher reflects the previous position established by the late headteacher. The governance of the school is good.

### **Main strengths and weaknesses**

- The school’s aims are very well reflected in its everyday life because of the high quality of leadership and management.

- Key staff play a vital role in maintaining a close focus on promoting high standards and also pupils' personal development.
- The staff form a strong team who have benefited from a clear vision translated into systems to support school improvement.

## Commentary

24. The previous headteacher's very effective leadership is evident in the very good rate of progress this school has made since its last inspection. The quality of this leadership is characterised by the extent to which key staff keep a firm focus on raising standards for pupils as well as supporting their personal development very effectively. High expectations are consistent throughout the school and underpin its daily work. There are well-established and tight systems supporting the school's very good management that have meant that the acting headteacher is able to successfully continue the school's work under difficult circumstances.
25. This is a strong team. The staff work very closely together and happily share best practice or seek support from each other if they feel improvements are needed. Key staff perform their roles very effectively, with checks on the quality of teaching and learning in English, mathematics and science leading to action to bring about improvement. This has been very successful in raising standards in writing and improving boys' attainment. The school looks at data from tests and assessments and picks out where its weaknesses lie and what it needs to do to improve. The staff know what they need to do in classrooms to help the school improve. Their professional development is well planned to support the school's priorities. The school's action planning to bring about change shows very good results. There has been decisive planning by the subject co-ordinators to maintain the breadth and depth of the curriculum as well as to put in place strong support for numeracy and literacy. This has been a major factor in supporting good standards across the curriculum, as well as high standards in reading, writing and mathematics.
26. The governors work closely with the staff and have given very strong support to the staff in difficult times. They are kept well informed, learn more about what is happening from visiting the school and perform their duties well. They ensure that the priorities in the school's development plan are adequately funded.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	371135
Total expenditure	364506
Expenditure per pupil	1711

Balances (£)	
Balance from previous year	8745
Balance carried forward to the next	15374

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

27. Children start in Reception in the term in which they are five years old. At the time of the inspection, there were 41 children divided between two classes. The assessments made of children when they start at the school show that attainment is generally average. As a result of very good teaching and a lively and relevant curriculum, children make very good progress in the Reception year. They are likely to exceed the targets set for their age in all of the areas of learning by the time they start in Year 1. There has been very good improvement in provision since the last inspection.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Consistent expectations of sharing and understanding others' needs underpin daily life in classrooms.
- Children are helped to work independently through clear explanations and well-planned activities for which they have been well prepared.

#### **Commentary**

28. Teaching and learning are very good. Adults know what young children need to feel secure and confident. Children quickly learn the importance of sharing and helping each other because teaching builds in plenty of opportunities for them to do these things. In a literacy session, for example, a group worked together to create several different sizes of the letter 'c' in play dough and everyone helped to clear up at the end. Children are keen to do things for themselves and meet with success because teaching has prepared them carefully for activities. A group working on the computer, for example, knew how to select the letter from the keyboard or use the shift key as they worked through a program on letter sounds. Adults praise good manners and sensible behaviour and children respond very well. Most children are likely to exceed the targets set for their age by the time they start in Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

#### **Main strengths and weaknesses**

- Children's language is very well developed through adults' good example.
- Teaching ensures that children quickly use the basic skills they have learned in relevant situations.

#### **Commentary**

29. Very good teaching means that children learn the basic skills thoroughly and quickly practise these in interesting activities that consolidate learning. This means that children meet with success and approach work confidently. Learning is rapid and most children are likely to exceed the targets set for their age by the time they start in Year 1. In one session, children learned the sounds of letters through rhymes and actions and then practised forming these correctly as they built a 'caterpillar' of words that began with 'c'. Another group created 'curly



cat' pictures and the adult helper gave good support for children's language as they worked. Children listen well to adults and pick up the good quality language used. They are keen to talk and have plenty to say because the work is interesting. In a discussion about healthy eating following on from the session on the letter 'c', average ability children spontaneously picked out the words 'carrot' and 'crunchy' as more examples of words that begin with the sound just learned.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Mathematical language is taught very effectively and so children can explain what they are doing.
- There are plenty of good quality practical activities to hold children's interest.

### **Commentary**

30. Teaching and learning are very good. Children use language very well to describe what they are doing or thinking because they have been taught the terms to use. In one session, for example, children first thought that a shape (partly revealed by a puppet) was a triangle and then a square and could explain why: "It's got corners and three sides....the sides are straight." The teacher's very good use of mathematical terms was reflected in the work that followed in groups, where children sorted shapes, printed with shapes or created these on pegboards. In each activity, children used the accurate terms that they had learned from the current and previous day's session. Most children are likely to exceed the targets set for their age by the time they start in Year 1.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Children have very good opportunities to find out about why things happen.
- Good explanations and questions probe children's thinking.

### **Commentary**

31. Children's natural curiosity is well harnessed through very good teaching. As a result, learning is very effective and most children are likely to exceed the targets set for their age by the end of the Reception year. There are plenty of opportunities for children to learn from first-hand experience and their understanding is considerably enhanced through adults' questions. In a session where children were baking cakes, for example, the teacher placed a very good emphasis on asking why children thought certain things were happening and the ingredients were changing as they were mixed together. Children's ability to explain their ideas is considerably enhanced by the adults' use of technical terms, such as, in this session, 'sieving' and 'yolk'. Children use ICT confidently. As part of their work on the human body, for example, they have drawn people using a paint program.

## PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

### Main strengths and weaknesses

- Good opportunities are taken to develop skills in fine control in classroom activities and to respond to music.
- There are more limited opportunities for adventurous play outdoors.

### Commentary

32. Teaching and learning are good. Children's fine control as they use tools to draw, cut, stick and build is very well developed through activities that are monitored closely by adults to see how children are progressing. Adults coach children to hold tools correctly and become more precise in their movements. In lessons in the hall, children listen carefully to instructions and show very good control as they curl into small shapes or incorporate spinning and twisting actions into their movements as they pretend to be balloons on a windy day. Most children are likely to exceed the targets set for their age by the time they start in Year 1. Although the children do use the outdoor play area, there are limited opportunities planned for them to ride or climb and explore space adventurously. This inhibits the progress they make in this type of activity.

## CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

### Main strengths and weaknesses

- Children have very good opportunities to try out their ideas in a range of play situations and media.

### Commentary

33. Teaching is very good. Most children are likely to exceed the targets set for their age by the time they start in Year 1 because of a very fast rate of learning. Children benefit from well-equipped play areas in which they can pretend to be different characters such as a shopkeeper or a doctor. They look at how shapes and colours are used by artists such as Kandinsky and create large panels of shapes created by mixing subtle shades. Children work in clay and have created patterned tiles with shapes of flowers that are scented with vanilla and coconut. They know that these clay flowers have a 'secret' that can only be discovered by smelling them.

## SUBJECTS IN KEY STAGE 1

### English

Provision for English is **very good**.

### Main strengths and weaknesses

- The basic skills are taught very effectively.
- There is very challenging work for pupils of all abilities.
- Skills in literacy are very well used and developed in other areas of the curriculum and contribute to progress in many subjects.
- A few pupils with special educational needs lack specific targets to help pinpoint exactly what they need to work on next.

- The subject is very well managed so that standards reflect high expectations.

## **Commentary**

34. Teaching and learning are very good. There has been very good improvement in standards and teaching since the last inspection. Standards are well above average in reading and writing and above average in speaking and listening. Pupils do very well in all aspects of English because the basic skills are taught very effectively and learned thoroughly. This supports pupils' very good achievement because when they face new work, these basic skills, such as handwriting, spelling and knowledge of the sounds made by letters, are second nature to them and so they can confidently explore their ideas through talking about their reading and through writing. Pupils have plenty of ideas because the teaching inspires them to use what they already know and then use their imagination. In a session with a shared book, for example, the teacher asked a Year 1 class which creature was speaking and why they thought this was the case. A more able pupil replied that "I know that this is a duck because it says 'quacked' and ducks quack and rabbits don't." When looking at missing words in sentences from the story, pupils in this session were brimming with ideas that would make sense.
35. The work is challenging. Teaching probes pupils' thinking through well-directed questions that are pitched at just the right level for different abilities. In a Year 2 session, for example, more able pupils were asked to look beyond the text to answer "Who might not want to laugh at this dancing bear?" Other pupils' ideas about adjectives to describe the bear's feelings were extended into ideas about how the bear's feelings had changed by the end of the story. Pupils know what they are doing and how their learning is developing. One more able pupil described a piece of previous work as challenging because: "The answer wasn't in the text. You had to look for clues and think about it."
36. While nearly all teaching is closely tailored to what pupils need to do very well, there are a few instances where pupils with specific needs do not make the best possible progress. This is because the targets set for improvement do not specify precise areas to be worked on and so the effectiveness of teaching is diminished. This is particularly evident where pupils have difficulty in forming particular letters or recognising some common words. Targets sometimes simply state that these areas need to improve rather than setting out exactly what needs to be worked on.
37. The subject is very effectively managed. There is a firm emphasis on high expectations and sharing good practice so that standards improve. The results of assessments and tests are looked at closely and points are drawn out and worked upon effectively. Although boys at this school do a great deal better than in most schools, they have not done as well as the girls. The initiative on promoting boys' interest in reading and writing through the choice of materials and topics covered has been very successful and the gap is not significant.

## **Language and literacy across the curriculum**

38. The very good opportunities planned for pupils to use their skills in language and literacy in different subjects support high standards. In history, for example, pupils research the life of Florence Nightingale and then organise what they have learned into an account of her life. They write descriptions of different environments in their work in geography and write captions for their drawings that explain how the Amazonian Indians use the rainforest for survival. This gives a boost to progress in history and geography develops language and literacy skills further.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Achievement is very good because very good teaching makes high demands on pupils to do their best.
- Planning is very effective so that the work set for the different needs and abilities of pupils helps them all move forward rapidly in their work in mathematics.
- Pupils have very good attitudes towards their work and behave very well because they find activities interesting and challenging.
- The subject leader has a very good overview of the provision, standards and the progress pupils make, so that improvements are soon identified and implemented.

### **Commentary**

39. Standards have improved since the time of the last inspection and are now well above average. Very good teaching and learning were evident in all the lessons seen. This is a significant improvement since the last inspection when teaching, although good overall, lacked consistency. Teachers show great enthusiasm for mathematics that pupils cannot help but share. They make lessons exciting and challenge pupils very well. Pupils in a lesson in Years 1 and 2 concentrated intently when asked to guess the hidden coin because they all wanted to be first with the right answer. Even the youngest children carefully chose questions that soon identified the coin. Here, and in all lessons, teachers make good use of resources and practical activities that pupils find exciting, like the purse full of real coins that ignited a keen interest in money.
40. Pupils work very hard and with determination when teachers throw out a challenge like "I am going to make it harder." They have good 'can do' attitudes to solving money and number problems because teachers make sure they know how to seek out the quick ways of counting mentally, for example by doubling numbers. In all lessons, activities like counting to 100 as pupils hang up their coats, and a brisk pace in the tasks shared by the whole class, mean that every minute is used effectively. Pupils in Year 2 have a very good grasp of place value because 'speed track' challenges and a good array of mathematical games sharpen their skills considerably. Just occasionally, when pupils wait for their turn in group activities, or a discussion goes on too long, some restlessness and loss of concentration develops.
41. Teachers know their pupils well and carefully note what they can do and what they need to work on next. Their planning is particularly effective in matching the tasks for the different abilities in the class. Because their activities are simpler and adults give well-focused support, pupils with special educational needs work and achieve equally well. The school has successfully addressed the needs of more able pupils since the last inspection. Their work now challenges them fully and results in the higher standards almost half the pupils reach by the end of Year 2.
42. The co-ordinator for mathematics keeps a sharp eye on how well the school is doing using the information from regular teacher observations, test results and observation of lessons. This has enabled her to identify and check the seemingly lower standards in the problem solving aspect of mathematics where teachers, because of their high standards, are judging pupils' attainments too harshly.

### **Mathematics across the curriculum**

43. There are very good opportunities for pupils to use their mathematical skills in other subjects. In subjects like science and geography, pupils make good use of their skills in recording, block and picture graphs, the results of a traffic survey and investigation into favourite fruits. Some of

this work, for instance when produced on computers, is of high quality. Teachers take every opportunity to strengthen pupils' counting skills in activities like counting back in tens and hundreds from 1666 on a timeline in history, and counting in tens when hearing the parable of the lost sheep in religious education.

## **SCIENCE**

Provision in science is **very good**.

### **Main strengths and weaknesses**

- By the time pupils leave the school they achieve standards that are well above average.
- Teaching and learning are very good throughout the school so pupils achieve very well.
- The subject is managed very well, and areas of weakness are identified and remedied through effective staff training.
- Very good use is made of literacy and numeracy skills to support learning in science.

### **Commentary**

44. Standards in the current Year 2 are well above average and pupils achieve very well. This represents very good improvement since the last inspection when standards were found to be average. The school's very good self-evaluation identified that teacher assessment in science was too harsh compared with other schools. This has improved through effective staff training and teachers now assess pupils' work more accurately.
45. The quality of teaching and learning is very good. Pupils enjoy science because teachers present them with interesting, stimulating activities. For example, in a Year 2 lesson, pupils were studying what happened to a variety of solids and liquids when they were frozen. There was a buzz of excitement when they observed what had happened to see if their predictions were correct. Most of them were! At the end of the lesson most pupils understood the ideas of reversible and irreversible change in materials. Very skilful questioning consolidates and extends learning. Pupils are encouraged to put forward their own ideas with such questions as "What do you think?", "What will we find?" Pupils' own ideas are valued giving pupils confidence to contribute to the lesson. Teachers manage pupils very well. They expect pupils to concentrate in lessons and this has a very positive effect on the quality and quantity of work produced. There is good support for pupils with special educational needs, which helps them to make good progress.
46. The subject has been managed very well by the co-ordinator. The school identified some weaknesses, particularly in investigational and experimental science. Training has been provided and as a result nearly a third of pupils are achieving well above average standards in this area of science.
47. Pupils' literacy and numeracy skills are developed sufficiently well to enable them to make very good progress in science. Their use of the correct scientific terminology is impressive. For example, pupils use words like 'translucent' and 'opaque' without a second thought. They can explain clearly what they mean. The majority of pupils measure carefully and create meaningful charts and graphs of their investigations.

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

Provision for ICT is **good**.

### **Main strengths and weaknesses**

- By the age of seven standards are above average and pupils achieve well.

- Teaching and learning are good and lead to effective skill development.
- There is a commitment to using ICT regularly that enables pupils to acquire skills and practise them in relevant situations.
- Strong leadership by the ICT co-ordinator contributes to good achievement.

### Commentary

48. By the time pupils leave the school standards in ICT are higher than those expected. Standards are similar to those reported at the time of the last inspection but pupils' breadth of experience is wider. There has been good improvement. Pupils' basic keyboard and mouse skills are good and they confidently use the software programs. They experiment in creating their own pictures, combine text with pictures and enter data to create charts and graphs. Programmable toys known as 'floor turtles' are used frequently and pupils develop good skills in giving logical instructions to make things happen. They have a good ability to predict the results of their instructions. Pupils can use a digital camera to record and present work.
49. The quality of teaching and learning is good. Teachers plan and prepare lessons well. Pupils make good gains in learning because teachers clearly state what will be learned and what is expected of pupils. Teachers give very clear instructions on what to do but at the same time allow pupils to show initiative. In a good Year 2 lesson, for example, pupils showed they were used to trial and error and did not fuss if things went wrong, because they had a good range of skills to apply to solve the problem. Skilful questioning and succinct explanations are a prominent feature of lessons. For example, Year 2 pupils working with the floor turtle were asked "What happens if you don't clear the memory?" A brief explanation followed and pupils soon realised that it would remember what the previous person had told it to do. Teachers manage pupils well and as a result they work well together and handle equipment with care.
50. The ICT co-ordinator leads the development of this subject successfully. She guides colleagues well, effectively leading by example and collecting samples of work showing what pupils are capable of doing in lessons. Additional funding for a support teacher has provided additional time and expertise to develop teachers' and pupils' ICT skills, resulting in good achievement by pupils.

### Information and communication technology across the curriculum:

51. Integrating ICT into other areas of the curriculum is a high priority for the school. This is done well and supports pupils' good progress. In literacy pupils draft and edit their stories. In numeracy pupils enter data about their favourite vegetables to create a block graph. They research information from the Internet to find out about famous people, such as Florence Nightingale. In geography, pupils are in the process of producing a simple tourist information guide to Glossop, complete with text and photographs.

## HUMANITIES

Two lessons were seen in geography and two in religious education, covering both Year 1 and Year 2 classes. No lessons were seen in history. Inspectors looked at a full range of samples of work in all three subjects.

### History

The provision in history is **good**.

### Commentary

52. The standard of pupils' work in their topic books is above the levels expected for each age group. The leadership of the subject is good. Pupils' achievements are at least good, and they

take pride in presenting their work fully and neatly. They make good use of their literacy skills in high quality writing about their history topics. They show a keen awareness of the important changes in nursing practices as a result of Florence Nightingale's work in the Crimean War. Such topics are covered in depth, so that the booklets that pupils produce are detailed, and sometimes effectively organised into chapters. Teachers encourage pupils to understand why past events happened as they did. Because of this, pupils show a good appreciation of cause and effect, such as what caused the Great Fire of London to spread so quickly.

## Geography

Provision in geography is **excellent**.

### Main strengths and weaknesses

- Very good, enthusiastic teaching brings the subject alive for pupils so that they are eager learners who concentrate and work very hard.
- Very good planning, use of the local environment and practical activities mean that pupils make rapid strides in their learning.
- Pupils achieve very well because effective leadership and management of the subject ensure that they build their geography skills, knowledge and understanding systematically.

### Commentary

53. The school is justifiably proud of its provision. Standards are well above those expected in Years 1 and 2, which is a significant improvement on the findings of the last inspection. Pupils achieve very well because both teaching and learning are very good. Teachers show obvious enjoyment, enthusiasm and a keen commitment in their teaching of geography. This is a key strength in the school and a fundamental reason why pupils do so well. Teachers are confident and have an excellent knowledge of the subject. In a short time, pupils in Year 1 gain a very good understanding of their local area through interesting fieldwork. They study maps of Hadfield and then walk around the town noticing its features. Back in the classroom, this generates lively discussion where the teacher's questions, such as "Why would you go to the chemist or the library?" successfully challenge pupils' thinking about which are the most important features. Pupils are excited by the rich and varied activities, based on first-hand experiences that are organised for them. Relevant and inspiring activities, like designing posters to attract visitors, creating and labelling buildings and other features for a three-dimensional map of 'Happyfield' and studying photographs produced by a digital camera, mean that pupils are totally absorbed and developing a level of mapping and interpretation skills normally found in older classes.
54. Teachers make good use of role-play activities, like the class 'travel agency' in Year 2 that successfully extends pupils' curiosity and awareness of different kinds of places in the world beyond Hadfield. Well-managed, lively discussions provide a very effective springboard for learning. Pupils develop an extensive geographical vocabulary because their teachers use the correct terms and encourage them to use them too. Pupils in Year 2 confidently described features of seaside resorts worldwide using words like 'harbour', 'bay' and 'jetty'. As a result of this, they found it easy to explain why they had chosen certain seaside resorts for their promotional poster.
55. Displays of work are often impressive for children of this age. Pupils' literacy and numeracy skills are both effectively boosted by the wide variety of interesting tasks set in geography. They work very hard, producing high quality booklets, reports, maps, graphs and posters to record their geography investigations. Effectively argued and presented letters to the 'Ambassador' complaining about the threat to rainforest areas, and 'Save Our Souls' posters, clearly show their mature grasp of current environmental issues, like endangered wildlife.

56. All these strengths reflect the very good leadership and management of geography that ensure its high profile in the school.

## Religious education

Provision in religious education is **good**. Standards have improved and are now higher than those expected for pupils' ages.

### Main strengths and weaknesses

- Pupils achieve well because teaching and learning have improved and are now good.
- Thorough coverage of topics and well-chosen activities mean that pupils have good knowledge and understanding of their work.
- Teachers use resources and visits effectively so that pupils are enthusiastic and work hard.
- Well-managed discussions, where teachers use questions skilfully, successfully boost pupils' spiritual awareness.

### Commentary

57. Teachers have high expectations of pupils who, as a result, work hard in religious education lessons, producing a good amount of written work in response to the different topics they study. They behave very well because teachers make their lessons interesting so that pupils are active and fully involved. Pupils now make good progress in their spiritual development in religious education as teachers take every opportunity to challenge pupils to think about what topics mean to them. When pupils in Year 2 were exploring the meaning of the parable of the lost sheep, good use of pictures and the expressive variation of her voice as the teacher read the story meant that pupils listened intently. Later, they were able to respond thoughtfully to some probing questions. "He might be their friend and they missed him" was an example when they were asked why there were celebrations when the lost sheep was found. Pupils enjoyed making their fluffy sheep bookmarks, taking care in their writing so that they now have a simple, but effective and lasting, reminder of the underlying message in the parable.
58. "What do you think?" is frequently asked and successfully challenges pupils so that they confidently express their ideas and feelings, helping each other to a deeper understanding of their work in religious education and its meaning to them. A well-managed discussion about the story of 'Elmer' helped pupils in Year 1 develop a mature understanding of what it is like to be different. As they had discussed how Elmer felt and others' attitudes towards him, they understood that differences are to be celebrated and make everyone special and unique.
59. The leadership and management of the subject are good. Thorough planning provides a very good steer for teachers' lessons, so that pupils benefit from good coverage of topics that builds securely on their existing skills. Pupils have a good understanding of major world faiths. Imaginative use of a good range of interesting activities and resources encourages them to learn of the similarities between these and Christianity, and to celebrate the differences. Visits to the local churches and the Jewish Museum in Manchester provide interesting experiences that considerably enrich the religious education provision. These visits make learning more interesting, and help pupils to a secure understanding, because they experience the atmosphere and see at first hand the artefacts they have learned about.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was no opportunity to observe lessons in **physical education** and only one lesson was seen in **music** with Year 1 pupils, so it is not possible to make overall judgements on standards or provision in these subjects. Examination of teachers' plans for physical education shows that the school provides the full range of physical activities, including dance, gymnastics and sport. In the



music lesson seen, pupils quickly followed the teacher's instructions to vary the volume, speed and pitch of their voices. Pupils' performance in playing percussion improved over the session because of the teacher's very good insistence on following instructions and the need to work together, as well as coaching in how to strike or beat instruments correctly.

No teaching was seen in **design and technology** but it is evident from sampling pupils' work, talking to them and looking at displays that there is a good curriculum that enables pupils to exceed the expectations in this subject by the end of Year 2. This is a similar picture to the last inspection. Pupils are adept at planning their projects, recording in pictures and writing what they will do and the materials needed. They carry out the work, such as a home designed for an elderly couple or a family with two children, with careful attention to detail. The pupils' evaluation of what could be improved shows a good understanding of how to improve the process, with comments such as: "The glue was not strong enough on the shiny paper and the wheels kept falling off."

## Art and design

Provision for art and design is **good**.

### Main strengths and weaknesses

- Pupils learn a good range of techniques and work in two and three dimensions.
- They are encouraged to use their ideas and imagination and this results in thoughtful work.
- Pupils' understanding of art from different cultures is well promoted.

### Commentary

60. There has been good improvement since the last inspection because of the good management of the subject. Standards are better than expected for pupils' ages and they achieve well because of good teaching and learning and a lively curriculum. Pupils have very good opportunities to work in three dimensions. Year 2 pupils, for example, have looked at the work of Andy Goldsworthy and have created sculptures from natural materials that they have brought from home or found in school. These show a very good sensitivity towards form and the images suggested by different shapes. In one lesson, a group of pupils, for example, created a sculpture of a snake from sleek pieces of wood that had a texture that reminded them of scales. What was notable about pupils' learning in this session was the very good extent to which they worked together to try out different compositions. They used their ideas and imagination to explore the natural qualities of the different materials. Another group used shells, cones, seeds and bark to create a spiral pattern that they called 'Snail'.
61. Pupils become totally engrossed in their work. This was apparent in a Year 1 lesson, where pupils tried out different brush strokes to improve the sense of movement in their paintings based on Van Gogh's work. Year 1 pupils have also looked at Aboriginal art and how the pattern of dots represents paths or tracks. They have sponged around their hands, then created individual patterns that have significance for them.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons that dealt specifically with personal, social and health education and citizenship were seen but it is evident that provision is **very good**. The school weaves some aspects of its provision through other subjects, such as healthy living in science, and there are also times when pupils have opportunities to consider particular issues as they sit together in a circle to talk about their ideas. Both of these strands of the school's provision are very effective. Pupils' understanding of the importance of getting on with people of different ages, backgrounds and talents is central to much of the teaching in classrooms and is shown by pupils' very positive attitudes to their school community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>2</b>
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	2
<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
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	2
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	3
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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