

INSPECTION REPORT

HATCHELL WOOD PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 130924

Headteacher: Mr J Bond

Lead inspector: Derek Watts

Dates of inspection: 5 to 8 July 2004

Inspection number: 256358

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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	326
School address:	Plumpton Park Road Bessacarr Doncaster South Yorkshire
Postcode:	DN4 6SL
Telephone number:	01302 538108
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J. Heavisides

Date of previous July 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

Hatchell Wood is a larger than average primary school. At the time of the inspection there were 326 pupils on roll from reception to Year 6. Over three quarters of the pupils are from a White British background. The other pupils come from a range of ethnic backgrounds including Chinese, Caribbean, Black or Black British African, Asian British Indian, and Asian British Pakistani. About three per cent of the pupil population have English as an additional language and a few pupils are at an early stage of English acquisition. The proportion of pupils with special educational needs is about 11 per cent, which is below the national average. The proportion of pupils with Statements of Special Educational Needs is broadly average. A much higher than average proportion of pupils joins the school after Year 2. The percentage of pupils eligible for free school meals is broadly in line with the national average. The socio-economic circumstances of the school's intake is above average. Children's attainment on entry to reception is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11437	Anthony Anderson	Lay inspector	
12605	Christine Crowther	Team inspector	Mathematics Art and design History Religious education Special educational needs
22291	Keith Saltfleet	Team inspector	English Design and technology Geography Music English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hatchell Wood Primary is a good school. Children's attainment on entry to reception is above average. Teaching is good throughout the school and most pupils are achieving well. The school is effectively led and managed. The headteacher and staff have created a positive ethos for all groups of pupils to learn. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics, science and information and communication technology (ICT) and in art and design by Year 2 and Year 6.
- Teaching and learning are good throughout the school and pupils achieve well.
- The headteacher, deputy headteacher and key staff provide good leadership.
- Pupils have positive attitudes to learning and behaviour is good.
- The setting and use of individual learning targets to help pupils improve is underdeveloped.
- Children in reception get a good start and exceed the expected early learning goals.
- Annual reports to parents give insufficient information about the standards pupils attain.

The school was last inspected in July 1998. It has addressed the recommended areas for improvement well. Standards are effectively monitored now and challenging and relevant targets for national tests are set. School development planning is effective and drives improvement well. The role of subject coordinators has been extended and they are effectively involved in monitoring standards and the quality of both teaching and the curriculum. The planning of the Foundation Stage is now good and is appropriately based on national guidance. ICT facilities are much improved and standards have risen from average to above average. Pupils are now making good progress in investigative skills in science, due to increased opportunities. The school has maintained the above average standards in English, mathematics and science by Year 6 that were reported last time. Standards have improved from average to above in art and design. Pupils' positive attitudes and good behaviour have been maintained. Overall, the school has made good improvement since the last inspection.

STANDARDS ACHIEVED

Overall, pupils are achieving well. Pupils with special educational needs and those with English as an additional language are achieving well, due to good teaching and effective support. The children in reception achieve well because of good teaching. Most will exceed the early learning goals by the end of reception in all areas of learning. National test results for Year 2 fell to well below average in reading, writing and mathematics in 2002. They improved slightly in 2003 but still indicated underachievement. Effective action has been taken to raise standards in Year 2 and in the current year group, standards are above average in speaking and listening, reading, writing, mathematics and science; pupils are achieving well.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

The school's national test results for Year 6 have shown considerable improvements in recent years. Results were well above average in English, mathematics and science in 2003. Standards in the current Year 6 are not quite as high but are still above average in all three subjects. This dip is because a much higher than average proportion of pupils joined the year group and a significant number were lower attainers. This factor has lowered the overall attainment. Nevertheless, pupils are achieving well. Standards are above average in ICT across the school because pupils receive good quality teaching in a very well equipped computer suite. Standards are also above average by Year 2 and Year 6 in art and design, because basic skills are taught well and pupils have good opportunities to work with a wide range of materials and techniques.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to learning and they generally behave well in lessons and around the school. Only very occasionally does behaviour fall to unsatisfactory levels. Relationships between pupils and between adults and pupils are very good. Attendance levels are good as they are above the national average. Punctuality is good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good overall but there are variations in Years 3 to 6. Teaching and learning are less consistent in Years 3 and 4 but are very good in Year 6. There was an example of excellent ICT teaching in a Year 1 and 2 class. Assessment procedures are satisfactory. However, individual target setting to guide pupils' improvements is lacking, but the school has clear plans to address this. The school provides a good curriculum which is broad, balanced and very well enriched with additional activities. Care, support and guidance are good. The partnership with parents is good and the links with the local community and other schools are very good. The good educational provision contributes to pupils' good achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides effective leadership and is well supported by the deputy headteacher and the leader of reception and Years 1 and 2. Most subjects have two coordinators who work closely together. This arrangement is effective and provides good professional development for teachers. Teamwork amongst the staff is good and the Year 1 and 2 team have been particularly effective in raising standards. There are good procedures for evaluating the school's performance and effective action is taken to bring about improvements. The governance of the school is good. The governors have a clear understanding of the school's strengths and development areas. They provide challenge and support to the headteacher. All statutory duties are fulfilled.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents hold positive views about the school. They are pleased with staff expectations and the quality of the teaching. Most indicate that their children like school and are making good progress. A significant number of parents have concerns about the school seeking their views and taking account of their suggestions and concerns. Also, some parents claim that they are not sufficiently informed about their child's progress. Annual reports to parents do not always provide information about the standards that the pupils attain or the progress they have made. The school could also do more to communicate its good work to its parents. Pupils are positive about their school and enjoy the activities on offer.

IMPROVEMENTS NEEDED

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

- Establish the setting of individual learning targets to help pupils' learning.
- Provide clearer information about the standards pupils attain and the progress they make in annual reports.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, most pupils including higher attainers, those with special educational needs and those with English as an additional language are achieving well because of the good teaching they receive. Standards are above average overall in reception, Year 2 and Year 6.

Main strengths and weaknesses

- Children in reception achieve well and exceed the expected early learning goals.
- Standards are above average in English, mathematics and science in the current Year 2 and Year 6.
- Standards in Year 2 have improved significantly due to good teaching and effective leadership.
- Standards in art and design and information and communication technology (ICT) are above average across the school.

Commentary

1. Children's attainment on entry to reception is above average. Teaching is good and children are provided with a well planned Foundation Stage curriculum. As a result, children achieve well and by the end of reception most exceed the expected standards of the early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

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

Standards in:	School results	National results
reading	14.3 (14.2)	15.7 (15.8)
writing	13.7 (12.9)	14.6 (14.4)
mathematics	15.6 (15.5)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year

2. In the 2003 National Curriculum tests for Year 2, the school's results were well below the national average in reading and below the national average in writing and mathematics. When compared to similar schools, these results were well below average in all three areas. Year 2 test results declined from above average overall in 2000, to well below average in reading, writing and mathematics in 2002. The low test results in 2002 and 2003 are attributed to teacher inexperience and teacher absence in Years 1 and 2. The school has taken effective action to address this. A very experienced teacher has been placed in the Year 1 and 2 team and her effective leadership, and her very good teaching, have had a very positive impact on teaching, standards and achievement. Teamwork in Year 1 and 2 is a particular strength and the headteacher and team leader have focused on raising standards by setting challenging targets. As a result of this effective action, standards seen in the current Year 2 are above average in speaking and listening, reading, writing and mathematics. Pupils are achieving well due to the good teaching they receive.

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

Standards in:	School results	National results
English	28.9 (28.3)	26.8 (27.0)
mathematics	28.8 (27.2)	26.8 (26.7)
science	30.0 (29.5)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year

3. In the National Curriculum tests for Year 6 in 2003, the school's results were well above average in English, mathematics and science. These results were also well above average when compared with similar schools using the Free School Meal data. The prior attainment data indicates that pupils have achieved well in English from their prior attainment in Year 2 and satisfactorily in mathematics and science. From 2000 to 2003, the Year 6 test results have shown steady and consistent improvement from the well below average results overall in 2000. Standards in the current Year 6 are not quite as high as last year's test results, but are still above average in speaking and listening, reading, writing and mathematics. A much higher than average proportion of pupils has joined the current Year 6. A significant number of the new arrivals are lower attainers or are at an early stage of English language acquisition. The inward mobility of pupils into the year group has lowered the overall attainment. However, pupils in Year 6 have achieved well.
4. Standards in science are above average in the current Year 2 and Year 6. Most pupils are achieving well because they receive good teaching and are provided with good opportunities for practical investigations. At the time of the last inspection, pupils were making unsatisfactory progress in the development of scientific skills, due to insufficient opportunities. The school has made good improvements in this important area of science and as a result, pupils are achieving well in acquiring and applying scientific skills. In ICT, standards are above average across the school and pupils are achieving well. Achievement is good because pupils receive good teaching on a regular basis in a very well equipped computer suite. The ICT suite is also used well to support pupils' learning in other subjects. Standards in ICT have improved from average to above average since the last inspection.
5. Standards in art and design are above average by Year 2 and Year 6. Pupils are achieving well because essential skills are taught effectively and pupils are provided with good opportunities to work with a good range of materials and techniques. The school has made art and design a priority for development and standards have improved from average to above average since the last inspection. By Year 2 and Year 6, standards in religious education are in line with those set out in the locally agreed syllabus. Pupils are achieving satisfactorily.
6. The achievement of pupils with special educational needs is good. Pupils receive good teaching and support and work is well matched to their needs. Pupils with English as an additional language achieve well because they are well taught. Those at an early stage of English language acquisition have good support from a specialist teacher and two bilingual support assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, as is their personal development. Pupils' attendance and punctuality are also good.

Main strengths and weaknesses

- Pupils have positive attitudes to learning.
- Most pupils behave well in the classroom and around the school.
- Relationships between pupils and between pupils and adults are very good.
- Spiritual, moral, social and cultural development is good.
- Attendance levels are above the national average.

Commentary

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	253	1	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	3	0	0
Chinese	4	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	4	0	0

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

- Throughout the school, pupils' attitudes are good. They show a keen interest for learning and participate well in the wide range of activities provided. Pupils are attentive and respond positively to teachers' instructions and questioning. Behaviour is generally good in assemblies, in lessons and around the school. This is because the school's expectations of pupils' behaviour and conduct are clear and teachers are consistent and effective in the management of pupils. Teaching assistants and lunchtime supervisors also make a valuable contribution to the management of pupils. Pupils behave responsibly in the playground and lunchtime in the main hall is a pleasant social occasion. There has been just one fixed-term exclusion in the school during the last year. The school has maintained the positive attitudes and good behaviour which were reported at the last inspection.
- Pupils' attitudes and behaviour in lessons often reflects the quality of teaching. Where teaching is very good or occasionally excellent, the pupils show very positive attitudes and standards of behaviour are high. For example, in an excellent ICT lesson in Year 1 and 2,

all the pupils were engaged and showed great enthusiasm, due to the teacher's excellent demonstrations and lively approach. They responded very well to her skilful and challenging questions. Similarly, in a very good Year 6 science lesson pupils showed a very keen interest as they investigated a toy car travelling on different surfaces. Pupils worked well together in small groups, selecting and setting up equipment, making predictions and gathering data. Their very good attitudes and behaviour contributed to the very good gains pupils made in acquiring and applying knowledge and skills. Only when teaching was very occasionally unsatisfactory did pupils' attitudes and behaviour fall to unacceptable levels. When this happened, the purpose of the lesson was not sufficiently clear and the teacher did not capture the pupils' interest. The pupils became restless, lacked concentration and made unsatisfactory progress. This unsatisfactory lesson was taken by a temporary teacher.

9. The quality of relationships is very good throughout the school and a clear strength. Teachers and support staff have established very good relationships with pupils which are based on mutual respect. Pupils are friendly, kind and considerate to others. They work well and collaboratively in a range of activities such as scientific investigations, dance and gymnastics.
10. A discussion with a group of Year 5 pupils revealed that they are very happy at school and feel safe and secure. Some pupils are members of the newly formed school council, but prior to the council being set up and following a recent resurfacing of the school playground, a group of Year 5 pupils wrote to the local education authority pointing out that the previous markings on the playground had been covered over. This very good effort on the part of Year 5 pupils has resulted in the recent addition of a range of new markings in the playground. The school provides pupils with many opportunities to take responsibility both for their own work and for carrying out various tasks around the school such as putting chairs out for assemblies.
11. Pupils' spiritual, moral, social and cultural development is good and they are provided with many opportunities to work together in the classroom, explore the local environment and work in the local community. Many subjects of the curriculum, such as art and design, music and history, are used well to promote pupils' spiritual and cultural development. A special church assembly during the inspection provided pupils with a valuable insight into a traditional Christian church service and this assembly was taken by a local minister and attended by a significant number of parents. Moral and social development are enhanced, for example, through the many opportunities provided for speaking and listening and in working and playing with other children. Most pupils have a clear understanding of the difference between right and wrong. There are occasional visitors to the school who represent faiths other than Christianity and some classroom walls are used effectively to show examples of the richness and diversity of other cultures.
12. The overall attendance at the school is good and is above the national average. The incidence of unauthorised absence is lower than the national average. There is a small element of evidence linked to occasional pupil lateness, but the vast majority of parents are very supportive of the school in terms of helping to ensure that their children attend school regularly and promptly. The school is effective in monitoring the attendance of pupils and external agencies are used occasionally to support the school with any attendance issues.

Attendance in the latest complete reporting year (94.9%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good overall. Teaching and learning are good and assessment is satisfactory overall. The curriculum is good with very good enrichment activities. Care, guidance and support are good. The partnership with parents is good. Links with the local community and other schools are very good.

Teaching and learning

Teaching and learning are good overall. Assessment is satisfactory but individual target setting is underdeveloped.

Main strengths and weaknesses

- Teaching and learning are very good in Year 6.
- Teachers use an effective range of methods to promote good learning.
- Teaching assistants are used well.
- Individual target setting is underdeveloped.
- The marking of pupils' work is inconsistent.

Commentary

13. The quality of teaching and learning is good overall and this was the case during the last inspection. However, the proportion of very good and excellent teaching is higher than last time. The school's effective systems for the monitoring and development of teaching contribute to this improvement.
14. In the reception classes, the teaching is good. It is never less than good and is sometimes very good. Children are provided with an interesting range of activities and they make good gains in their learning. Teaching and learning in Years 1 and 2 is mostly good and frequently very good. Occasionally teaching and learning aspires to excellent, but can also occasionally fall to satisfactory. The good teaching and effective teamwork in Year 1 and 2 has led to the raising of standards in Year 2. The quality of teaching in Years 3 to 6 is good overall, but varies from very good to occasionally unsatisfactory. However, a temporary teacher took the unsatisfactory lesson. Teaching is very good in the Year 6 classes. It is less strong in Years 3 and 4 and so pupils progress at a slower rate.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	12 (29%)	21 (50%)	7 (17%)	1 (2%)	0	0

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

15. Teachers have a good command of the Foundation Stage areas of learning, the National Curriculum subjects and religious education. Lessons are well planned, clear learning objectives are identified and effectively shared with the class, so pupils know what they are to learn. Most planning takes good account of the different levels of attainment within a class. As a result, all pupils, including higher attainers and those with special educational needs, are appropriately challenged and make good gains in learning.
16. Teachers use a good range of methods and techniques to promote good learning. Explanations, instruction and demonstration are clear and informative. In the main, teachers are successful in encouraging and engaging pupils and they are attentive and show a keen interest in learning. Pupils participate well in the activities and make good gains in knowledge and understanding. Teachers use questioning effectively to challenge pupils' thinking and to check their understanding before moving them on. The ends of lessons are used well to review learning, to share successes and to clarify pupils' misunderstandings.
17. Most teachers provide good opportunities for pupils to acquire and develop language skills. The development of speaking and listening skills is promoted well in most subjects.

In some subjects such as science, history and religious education, there is an over-reliance on the use of worksheets, which impedes pupils' skills in organising their own work. Furthermore, the worksheets are not always sufficiently matched to pupils' attainment and needs. Pupils' investigative skills are well developed due to the good opportunities provided in subjects such as design and technology and science. The teaching of ICT is good and teachers use the computers in the ICT suite very well, both to develop pupils' ICT skills and to help them learn about other subjects. However, this good practice is not underpinned by the regular use of classroom computers; these are not used sufficiently well either to support learning in a range of subjects or to develop pupils' ICT skills further. Pupils frequently work collaboratively in a range of subjects such as English, science and physical education and this contributes much to their social and teambuilding skills. Pupils work well independently too and personal study skills are well developed.

18. Teachers in the main have high expectations of pupils' behaviour and the pupils respond well to these. Teachers and support staff have created a positive climate for pupils' learning and have established good relationships based on mutual respect. Behaviour is generally good and this contributes to effective learning. Only when teaching very occasionally falls to unsatisfactory does behaviour become unsatisfactory too. Teaching assistants are well trained and deployed. They make a significant contribution to pupils' learning, particularly for those pupils with special educational needs and English as an additional language, by helping to ensure that all pupils have equal access to the curriculum and the learning activities offered.
19. The school has satisfactory systems for assessing and recording pupils' attainment. Assessment is generally stronger in English and mathematics and is used well to plan future teaching. As a result, tasks in lessons are well matched to pupils' attainment and needs. However, the setting of individual or group learning targets is a weakness in the assessment systems. As a result, pupils have an unsatisfactory understanding of how they can improve. The school is aware of the need to develop this area and has enlisted the support of an advanced skills teacher for this in the near future. The marking of pupils' work is not consistent across the school. In the best practice it is both diagnostic and developmental. Comments of praise and encouragement are provided for good work and there is clear guidance to help pupils to improve. In a number of cases, marking is often brief and in particular there is a lack of comments to help pupils improve.

The curriculum

The curriculum provided is good overall and enables all pupils to achieve well. It is complemented by a rich programme of extra-curricular activities, visits and visitors to the school. Accommodation and resources are very good.

Main strengths and weaknesses

- The range of opportunities for pupils to take part in sports, the arts and other activities is very good.
- The quality of the school's accommodation and resources is very good.
- Provision for pupils' with special educational needs and those with English as an additional language is good.

Commentary

20. The quality of the curriculum is good overall and has built on that seen at the last inspection. Whole-school planning is now in place and is designed to meet the needs of all pupils as they move through the school. For example, from Year 3 onwards pupils are taught in ability groups for literacy and numeracy. Both national strategies have been evaluated to complement the school's own provision and to focus on identified priorities. The overall effect is to bring together an effective curriculum and as a result, by the time they leave the school, pupils' achievement is good. Of particular note is the high profile given to developing pupils' investigative skills in science and as a result this pervades the whole teaching programme for this subject. However, these skills are less well emphasised in mathematics. Pupils are often given number-solving problems rather than planned imaginative opportunities to use and apply all aspects of mathematics in real life situations. The school is aware of this and is taking effective action to improve investigative work in mathematics.
21. Pupils with special educational needs achieve well because they are taught well and have good support from experienced teaching assistants. Individual education plans are in place, although sometimes their targets are not sufficiently detailed. There is also good provision for the small number of pupils who are at the early stages of acquiring English language. Again, they are well taught and have the additional support of specialist teachers and bi-lingual support assistants in the classroom. As a result, they also share the good achievement of their classmates.
22. Opportunities for enrichment are very good and provide both boys and girls with extra opportunities, both at lunchtime and after school, to recognise and develop their talents. Involvement in sports has a high priority. These include tag rugby, football, swimming, rounders, netball, golf and tennis. The girls' football team is particularly successful in local competitions. Full use is made of visits, such as those to museums and the Yorkshire Sculpture Park, and visitors whose expertise is used to give pupils wider experiences than the school can sometimes offer, particularly in promoting the arts. Examples include Shakespearean and architectural workshops, artists in residence and world musicians. Residential camps and visits to France, along with talks by the police and the school nurse are also effective in developing pupils' personal development. Fund raising for several charities, recycling and links with pupils in an African school give a wider global perspective.
23. Year 6 pupils are taught French by a specialist teacher. This regular contact with teachers from Hall Cross School, to which almost all Year 6 pupils transfer, is an example of the very good partnership with the secondary school, which ensures that pupils are well prepared for the next stage of their education.
24. The school's accommodation is spacious with several specialist teaching areas, for example, music and art rooms, and sports hall. The school's ICT suite is resourced extremely well, with sufficient computers linked to the Internet for pupils to work individually. As a result, all pupils are very confident in using this technology and standards are above average. The school library is well used and has a positive effect on learning, due its very good stock of fiction, non-fiction and reference books. As a consequence, reading is a school strength and by the end of Year 6, pupils have well-developed research skills.

Care, guidance and support

The procedures for child protection, welfare and health and safety are good, as are the procedures for supporting and guiding pupils through monitoring. The procedures for seeking and acting on pupils' views are good.

Main strengths and weaknesses

- Child protection procedures are in place and effective and relevant staff have received appropriate training.
- Teachers and support staff know their pupils well.
- Medical records are well maintained.
- Good risk assessments take place in advance of school trips.
- The school provides a good level of support and guidance as pupils progress through the school.
- Good systems are in place to seek and act on pupils' views of the school.

Commentary

25. Child protection systems and procedures are effective and the reporting person is known to all staff in the school. Relevant staff training in child protection matters has also taken place. Teachers and support staff, occasionally supported by external agencies, provide a high degree of welfare and pastoral support to individual pupils. Pupils' academic performance and personal development is monitored both formally and informally by the school. Steps are taken to identify any individual problems with a range of strategies which may include the provision of individual education plans for some pupils.
26. In the classroom, teachers and support staff know their children well and they are quick to observe any personal difficulties exhibited by pupils and to take appropriate action. The school operates a very good first aid system for minor accidents and appropriate records are maintained. Medical files are kept on all pupils and relevant staff are made aware of any particular allergies or disabilities. Medical administration systems are well managed and recorded. Occasional fire drills are carried out by the school and appropriate records are maintained. The school, including some members of the governing body, also carries out occasional health and safety audits of the site and is pro-active when considering possible risks on external trips out of school.
27. Lessons such as personal, social and health education, which sometimes include circle time, are used well to provide pupils with the opportunity to talk about themselves and to develop their self-esteem and confidence. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies.

Partnership with parents, other schools and the community

The school's partnership with parents is good overall. The school's links with the local community and other schools are very good.

Main strengths and weaknesses

- Parents' views of the school are generally positive.
- The school utilises the community and other schools very well to support the curriculum.
- Parents provide effective support in the classroom and on educational visits.
- Communication is not consistently good.
- Annual reports to parents give insufficient information about the standards that individual pupils attain.

Commentary

28. The parents' meeting prior to the inspection with the lead inspector was reasonably well attended and there was a good response to the parents' and carers' questionnaire. The results of the parental survey and comments made by parents at the meeting reveal that parents are particularly pleased with the expectations of staff, the good teaching and their children liking school. The inspection team agrees with these positive areas identified. However, a significant number of parents have concerns about the school's communication systems, particularly about being kept informed about their child's progress. The findings of the inspection are that home/school communication is better in Years 1 and 2 than in Years 3 to 6. The school is already aware of this imbalance and communication systems and procedures are already being reviewed by the school, particularly for the parents of older pupils.
29. The information provided by the school is good and conveyed through the prospectus, annual governing body report to parents and via regular and well-designed news and information letters, particularly in relation to the lower end of the school. Annual reports to parents are well designed and presented but they do not give a clear indication of the standards that pupils attain or the progress they make. Furthermore, individual pupil targets for improvement are often vague and not sufficiently sharp to promote new learning. There are two parents' evenings each year during which parents have the opportunity to discuss their child's progress and these evenings are usually very well attended. The school's senior staff effectively monitor parental attendance at these meetings. Any parents who are not able to attend receive a prompt telephone call from the school in order to ensure that they have received any messages which are felt to be important in relation to their child's future development. The school could do more to communicate its good work to parents. For example, the meeting with parents revealed that few parents were aware of the school's high test results in Year 6.
30. A number of parents are frequent visitors to the school, both in terms of providing effective classroom support and in assisting with visits and extra-curricular activities. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good. An example of parental support for the school could be seen in the very good effort made to provide Year 3 pupils with a wide range of colourful costumes for the ancient Greek day which took place during the week of inspection. This was a good initiative on the part of the school and teachers, classroom assistants, children and parents worked together very well to create a successful day of history, art, culture, theatre, sport and feasting.
31. The school also makes very good use of the local environment to enhance pupils' curricular access and the range of extra-curricular clubs and activities is very good. The school has very good links with the community and regular field trips are made to study the local and wider environment. For example, Year 6 pupils enjoy the activities of Crucial Crew with the police and other services. Year 5 has studied village communities at Eyam in Derbyshire and Year 4 has taken part in an art project at the Yorkshire Sculpture Park. Very good use is made of the links with local churches and ministers often preside over school assemblies. The school also organises occasional residential trips to enhance the provision of personal development and a group of senior pupils have recently returned from France. Year 6 pupils enjoy taster lessons in their prospective new schools and Year 7 teaching staff visit Hatchell Wood to provide information about the new schools and to

answer pupils' questions. During the inspection, a group of Year 6 pupils took part in a Technology Challenge event as part of the Hall Cross Pyramid of schools. Although the team did not win a prize for any of their three well-designed entries to create a leisure facility linked to some waste land at Pilkington's Burgy Beds, they presented themselves very well to the judges and this has had a positive effect on their confidence and self esteem.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides effective leadership and he is well supported by key staff. The governance of the school is good.

Main strengths and weaknesses

- The headteacher provides good leadership and clear educational direction.
- The deputy headteacher and other key staff provide effective leadership.
- Teamwork is good and there is a positive school ethos.
- Self evaluation is effective and informs improvements well.

Commentary

32. The governance of the school is effective. Members of the governing body have a clear understanding of the school's strengths and areas for development. The governors are very supportive but also challenge the school when necessary. For example, the governing body has been particularly challenging about low national test results in the past in Year 2 and expects standards to be high, as the school's attainment on entry is generally above average. All statutory duties are fulfilled.
33. The headteacher has a good vision and provides effective leadership. The school's vision and aims focus on enjoyment in learning as a life long process and on all pupils achieving well. The headteacher is well supported by the deputy headteacher, who also coordinates Key Stage 2 and the leader of Key Stage 1 and the Foundation Stage. Teamwork among the staff is strong and the teamwork in Years 1 and 2 has been particularly effective in raising standards and pupils' achievement. The headteacher and staff have created a positive ethos for all pupils to learn and there is good emphasis on inclusion issues. As a result, all pupils including higher attainers, those with special educational needs and English as an additional language have full and equal access to the school's good curriculum. All groups of pupils achieve well.
34. The leadership of subjects is generally good, including that in English, mathematics, science and ICT. This results in good provision and above average standards in these areas. Most subjects have two coordinators, one who teaches in Year 1 and 2 and one who teaches in Years 3 to 6. The coordinators work closely together and through effective monitoring and evaluation they have a clear overview of standards and provision across the school. This approach to subject leadership provides good professional development opportunities for teachers in the development of subject coordination. The role of the subject coordinator has been developed and extended well since the last inspection, particularly in terms of monitoring and evaluation. Coordinators are confident in the development of their subjects.
35. Management of the school is good. The school's self evaluation systems are both rigorous and effective. The headteacher, deputy headteacher and core subject

coordinators monitor teaching, teachers' planning, and view samples of pupils' work. Classroom observations are successful because staff have received good training by the local education authority in this area. Senior staff have a clear overview of standards and provision across the school. National Curriculum test results and other assessments are carefully analysed and strengths and weaknesses in pupils' learning are identified. The school uses the findings of self evaluation and data analysis well to inform action for improvements. Challenging and relevant targets are set for the national tests. The school has been effective in steadily improving Year 6 national test results from 2000 to 2003. More recently, it has taken highly effective action to raise standards in Year 2. The school has recently begun to seek the views of its parents in order to assess the level of satisfaction and to identify concerns and unmet needs. The school plans to use this information and the inspection findings to improve communication between home and school.

36. The school administrative staff are friendly and efficient. They support the senior staff well and contribute well to the efficient day to day running of the school. Financial planning and management are good. Financial resources are used well to help the school achieve its educational priorities. The school and governors apply the principles of best value well. For example in upgrading the computer suite and in the building improvements for the administration area

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	789,672
Total expenditure	810,322
Expenditure per pupil	2,493

Balances (£)	
Balance from previous year	54,298
Balance carried forward to the next	33,648

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for the Foundation Stage is good overall. The quality of teaching and learning is good with examples of very good teaching. Most children are achieving well. Children with English as an additional language and those with special educational needs receive effective support and this enables them full access to the activities and they make good progress. The curriculum is well planned and implemented. It is broad, balanced and all six areas of learning are given appropriate attention. The planning of the curriculum has improved since the last inspection. Induction arrangements for children into reception are good and these include 'taster' visits and home visits. These help to ensure that children settle into the school quickly. Standards are generally above average, as most children exceed the early learning goals in all areas of learning by the end of reception. Accommodation and resources are very good. The leadership and management of the Foundation Stage are effective and this contributes to the good provision and good achievement. The school has maintained the above average standards and the good achievement that was reported during the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Adults are very good role models for children.

Commentary

37. Children achieve well in this area of learning and most exceed the expected early learning goals by the end of reception. Teachers provide a range of interesting and stimulating activities and as a result children are keen and excited about their learning and they maintain good levels of concentration. When on the carpet, they sit quietly, display good listening skills and respond well to the teacher's instructions or questions. Teachers and teaching assistants are very good role models for the children. As a result, the children are confident and secure. Very good relationships have been established and children relate very well with adults and their peers. Children are managed well and this leads to good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Good opportunities are provided to develop language and literacy skills.
- Children's writing skills are very well developed.

Commentary

38. Most children achieve well in this area of learning and most exceed the expected early learning goals by the end of reception. Teachers and teaching assistants provide good opportunities for children to develop language skills in a range of activities. Children listen well to their teacher and others. Many children are confident and articulate speakers. Teachers are good role models for reading and use 'big books' well to capture children's interest. For example, 'Going on a bear hunt' proved to be very popular. Children followed the story well and most recognised and read familiar words. Higher attaining children read simple sentences independently and with confidence. Writing in the reception classes is particularly strong and children show a clear enjoyment for writing. Children's letters are recognisable and correctly formed. They are beginning to create sentences. Higher attaining children for example produced a 'bear story' of five sentences or more with full stops. 'Once there was a bear. When anyone went in the cave he growled.....' Another higher attaining child produced a picture of a castle, using a computer 'paint' program. Two sentences were added to the picture using word processing 'Snow White is prite. She is in the casul'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well in mathematical development.
- Teaching and learning are good and sometimes very good.

Commentary

39. Children achieve well in mathematical development because of the good teaching they receive. Most exceed the early learning goals by the end of reception. Children recognise numbers one to nine and can insert the missing numbers on a clock face. A significant number of children recognise and name numbers ten to 100 on a 100 square. Higher attaining children identify hidden numbers on a 100 square by counting forward and backwards. In a very good lesson, the teacher used a large clock face and the large story book 'What's the time Mr Wolf?' to develop and reinforce the telling of time. Very good questioning was used by the teacher to check children's understanding. For the main activity, a range of interesting tasks was well matched to children's ability and needs. This helped to ensure that all children were suitably challenged and they made very good gains in their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are provided with a good range of learning opportunities.
- Teaching and learning are good and children achieve well.

Commentary

40. By the end of reception, most children exceed the expected standards of the early learning goals. Good teaching and an interesting and varied curriculum leads to good achievement. Children plant broad bean seeds in soils and observe them grow. They draw the bean seedling and label the main parts. Most children produce a 'bean diary' and write simple sentences to record the progress of the bean plant. They develop a clear understanding of what a plant needs to grow well. Children gained good knowledge of different animals and their young when they visited 'White Post Farm. They have good opportunities to use ICT to support their learning. In a very good lesson in the computer suite, children created pictures of a prince or princess. The teacher used the computer-linked whiteboard very well to demonstrate to children the use of different tools. Children were given good opportunities to practise and apply the skills independently. Pupils with special educational needs and those with English as an additional language received effective support and so they had full access to the activity. Children created impressive and striking pictures using different colours, and the brush and spray tools. At the end of the lesson, children had the chance to view others' work and make constructive comments.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Outdoor equipment for climbing is limited.

Commentary

41. Children achieve well in physical development and most exceed the expected standards of the early learning goals. Children follow the teacher's clear instructions well. For example, in one lesson they showed good coordination and increasing control in a range of activities such as balancing a quoit on their head, throwing beanbags and threading themselves through plastic hoops. In a good dance lesson, children moved with confidence and imagination as they were guided through 'We are going on a bear hunt'. They showed good awareness of space and they moved through the long wavy grass, splash-sloshed through the water and stumbled through the forest. The teacher participated well with the children and provided encouragement and feedback. The children were keenly interested and applied physical and creative effort during the session. The outdoor play area has been improved since the last inspection, but equipment to develop children's climbing skills is limited.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good teaching and learning leads to good achievement.
- A good range of activities is provided.

Commentary

42. Children achieve well because they receive good teaching and are provided with a wide range of activities which effectively promote creative development. Most children exceed the expected standards of the early learning goals. Lessons are well planned and organised. Teachers provide clear guidance but also allow children to work creatively. Children explore paints and create new colours by mixing them. They produce large pictures of castles like those in the story of 'Sleeping Beauty'. Some children produce pictures of castles using a computer 'paint' program. Using clay, children create 2 dimension castles. In one good lesson, children had good opportunities to explore percussion instruments. They revisited the sounds from the story: 'Going on a bear hunt'. Children then selected different instruments to match the 'swishy-swashy' and 'splash, splosh' from the story. They practised in order to achieve the required sounds. The children then played the different instruments, producing the relevant sounds as the teacher read the story. The children followed the story carefully, showed good concentration and most played their instrument at the correct stage of the story.

SUBJECTS IN KEY STAGES

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Throughout the school pupils' achievement is good and standards are above average.
- The quality of teaching and learning is consistently good.
- The coordinators manage the subject very well.
- Individual and group targets lack precision and pupil involvement.

Commentary

43. There has been good improvement since the last inspection. Opportunities to develop pupils' speaking and listening skills have a higher profile. Standards in speaking and listening, reading and writing are above average throughout the school and pupils' achievement is good. Teachers now plan their lessons using the National Literacy Strategy and so planning is more consistent, with a clear focus on what is to be taught and when. Associated training courses have increased teachers' subject knowledge and consequently the quality of teaching and learning is better.
44. National test results for Year 2 in reading and writing were well below the national average in 2002 and 2003. However, the school has addressed these low results well by reorganising the classes and putting an experienced leader and experienced teachers into the Year 1 and 2 team. The team has focused relentlessly on raising standards and setting challenging targets. As a result, standards for pupils in the current Year 2 have risen dramatically in both reading and writing.
45. In 2000 and 2001 the results of Year 6 tests in English were below average. However, since this low point, results have steadily improved to well above average in 2003. The attainment profile of the current Year 6 is somewhat lower than that of previous year groups, because a number of pupils with learning difficulties joined the year group. Consequently, attainment in 2004 dipped; fewer pupils attained Level 5 in writing. However, overall attainment for current Year 6 pupils is still above average and their achievement is good.
46. The quality of teaching and learning is consistently good, and in Year 6 often very good. Teachers plan interesting lessons with clear learning objectives to keep pupils involved, so that they work hard and show interest in the work. In their planning teachers are aware of the importance of pupils' speaking and listening skills in teaching reading and writing. There are also clear links between shared reading and writing. For example, a poem written by a Year 6 pupil based on the novel *Room 13* describes sensations on the beach: *'Hot sand and then a trickle of cold seawater'*. There are regular opportunities for pupils to work in small groups with the teacher to improve their reading accuracy and comprehension. By giving pupils opportunities to explore a broad range of texts they develop a better understanding of how authors use language. However, there are not always opportunities for pupils to be reflective, for example, to evaluate their written work and that of others and make changes if necessary to improve it.

47. Assessment procedures are satisfactory overall and the results of assessment are used well to plan future teaching. However, the setting of individual learning targets is underdeveloped. At the moment pupils' targets are not broken down into small steps to tell them clearly what they have to do next to improve their work. The marking of pupils' work is satisfactory but does not give sufficient guidance on how pupils can improve.
48. English is well led and managed by the joint coordinators. They have spent a good deal of time monitoring standards, the quality of teaching and learning and have made an important contribution to the improvement in standards. They have clear action plans for improvement, which in turn inform the school development plan. A good example is through their analyses of the current Year 2 national tests. The need to improve pupils' handwriting and spelling was identified and swift action has been taken. Programmes for improvement are already in place.

Language and literacy across the curriculum

49. Pupils apply and develop language and literacy skills well in other subjects. Teachers provide good opportunities for speaking and listening in a range of subjects and as a result most pupils are good listeners and can express themselves clearly using correct vocabulary. A wide range of text is available including the Internet and pupils' independent study skills are well developed by Year 6. Pupils' writing skills are applied well in subjects such as science and history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by Year 2 and Year 6.
- Teaching and learning are good overall and most pupils achieve well.
- Teaching is less strong in Years 3 and 4.
- Leadership and management are good.
- Individual target setting is underdeveloped.

Commentary

50. Standards are above average by the end of Year 2 and Year 6. Standards in Year 2 have improved significantly since 2003, when they were well below average. The school has taken effective action to raise standards in Years 1 and 2. Pupils are achieving well by the end of Year 6 because they have very positive attitudes to mathematics and are well taught. However achievement is not consistently good from Year 3 to 6. Pupils' achievement in Years 3 and 4 is only satisfactory because teaching is satisfactory rather than good. Standards in Year 2 and 6 are similar to those reported at the time of the last inspection.
51. The quality of teaching is good overall. Teaching is good in Years 1 and 2 and sometimes very good. In Years 3 to 6 teaching varies from satisfactory to very good, with examples of

very good teaching, particularly in Years 5 and 6. Lessons are generally well planned and unit plans from the Numeracy Strategy are adapted sensibly to meet the needs of pupils. Clear learning objectives are identified in the planning and these are shared with pupils so that they know what they are to learn. Activities to develop and consolidate pupils' mental skills are used well in all years and this provides a brisk start to lessons. In all classes the development of mathematical language is emphasised and appropriate vocabulary is used accurately and confidently by pupils. Pupils with special educational needs are supported well by teaching assistants and make good progress. When the teaching is very good, teachers' explanations and demonstrations are clear and teaching is imaginative, so that pupils are very involved in their work and make very good progress. Opportunities are provided for pupils to offer detailed explanations and effective teachers' questioning challenges pupils and extends their learning.

52. In a Year 6 lesson, an unusual open-ended investigation that was related to a real situation engrossed pupils, so that they worked very productively and made very good progress. The teacher's very good subject knowledge enabled him to intervene effectively, so that higher attaining pupils were challenged and this extended their understanding further. Where teaching is satisfactory rather than good, teacher demonstration is less effective in developing pupils' understanding and questioning is not used as well to assess pupils' understanding. Pupils' work is marked regularly, but lacks guidance on how pupils can improve. In some years there is an over-reliance on worksheets which limits the opportunities for pupils to organise their own work and develop independence.
53. There are two coordinators for mathematics and together they provide effective leadership and management. The coordinators monitor and evaluate teachers' planning and undertake lesson observations rigorously. They provide helpful feedback and points for development. National Curriculum test results and other assessments are analysed effectively and the progress of pupils is tracked systematically from Year 3 to 6. However, the use of individual pupil targets to guide learning is less well developed across the school. Monitoring information is used well to identify strengths and weakness in pupils' learning and to inform future planning and the provision of training needs. Progress is being made in improving investigative work. Computers in the classrooms are not used sufficiently either to support learning in mathematics or to develop pupils' ICT skills further.

Mathematics across the curriculum

54. Pupils apply and develop their numeracy skills well in other lessons. For example, in science pupils create graphs and use them to interpret their findings. In history pupils learn about the passing of time and link this successfully to timelines.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average across the school.
- Teaching and learning are good and pupils achieve well.
- Provision and pupils' achievement in investigative science have improved.
- Marking is not always effective.
- Leadership and management are good.

Commentary

55. Standards are above average in the current Year 2 and Year 6. Most pupils including higher attainers, those with special educational needs and those with English as an additional language are achieving well. This is because pupils receive good teaching and are provided with good opportunities for practical investigations. Standards are similar to those reported during the last inspection. However, during the last inspection, pupils' progress was unsatisfactory in the development of investigative skills, due to limited opportunities. The school has made good improvements in this important area of science.
56. The quality of teaching and learning is good overall but varies from satisfactory to very good. In a very good Year 2 lesson pupils were investigating the burning of a candle. They observed a burning candle. The teacher posed very good questions in order to challenge the pupils. For example, what does the candle need to burn? Why is the flame flickering? Working in pairs pupils responded well by discussing and answering these questions. In a very good Year 6 lesson, pupils were investigating friction by testing a toy car running down a ramp and onto different surfaces. Working in small groups, most pupils made suitable predications and selected suitable apparatus and instruments. Most showed a clear understanding of fair testing as they altered one variable, the surface, without affecting others. They took measurements and recorded their results clearly. Higher attaining pupils repeated tests in order to increase reliability. They drew suitable conclusions from patterns in their results. For example, the car travelled further on a smooth tiled surface than a rough one because there was less friction. Where teaching is satisfactory rather than good, pupils had opportunities to plan and carry out investigations, but there was insufficient emphasis placed on accurate measuring and repeating tests to make them more reliable.
57. The study of pupils' work shows that in some years there is an over-use of worksheets and these are not always sufficiently well matched to pupils' different levels of attainment. In particular they are not sufficiently challenging for higher attainers. The quality of marking is not consistent across the school. In Year 6, the marking of pupils' work is both diagnostic and developmental. Good work has comments of praise and encouragement and there is clear guidance to help pupils to improve. In other year groups, marking is often brief and, in particular, there is a lack of comments to help pupils improve.
58. The leadership and management are effective. Science is coordinated by two teachers, one in reception and one in Year 4. The two work closely together. Monitoring and evaluation procedures are effective and both have a clear overview of standards and provision across the school. Overall, good improvements have been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and standards are above average throughout the school.
- The quality of teaching and learning are good, with examples of excellent teaching.
- Leadership and management are effective.

- Computers in classrooms are under used.

Commentary

59. In the current Year 2 and Year 6 standards are above average and most pupils are achieving well. The good achievement is because pupils receive good teaching and regular opportunities to acquire and apply ICT skills in a very well equipped computer suite. Standards have improved from average to above average since the last inspection.
60. Discussions with Year 6 pupils and the viewing of their work shows that they produce good quality multimedia presentations of history topics such as Henry III and his wives, William Shakespeare and Crime and Punishment in Tudor times. They use text editing facilities and extract information from books or the Internet. They import illustrations from the Internet. Higher attaining pupils add prepared sounds or their own voice to their presentation. In Year 4, pupils use ICT well for writing for different audiences. As part of their history work, they write interesting and well organised news articles of the Roman invasion in the form of a news article for 'Celtic News' or 'Roman Times'. They edit their work, add pictures, maps and illustrations. Margins and columns are effectively altered to give the professional look of a newspaper article. This is high quality work.
61. The quality of teaching and learning in the computer suite is good and occasionally excellent. Lessons are well planned and planning takes good account of the different levels of attainment within a class. Teachers use the computer-linked digital projector well to demonstrate operations and techniques to pupils. Pupils are attentive and interested. They watch and listen carefully. Pupils are given good opportunities to practise and develop skills. Teachers and teaching assistants move efficiently between individuals providing direct teaching or feedback. Pupils enjoy ICT; they show a keen interest and make good gains in acquiring and applying skills. In some lessons there is insufficient direct teaching and guidance to help pupils to improve their keyboard skills.

Example of outstanding practice

An excellent lesson, creating pictures of the Great Fire of London using ICT.

This Year 1 and 2 lesson took place in a very well equipped computer suite. The teacher used a digital projector very well to show the class some famous paintings of the Great Fire of London. Pupils were inspired and highly motivated. The teacher used questioning skilfully to challenge pupils' thinking and reasoning about the pictures. The pupils responded enthusiastically and gave well-considered answers such as 'The painting is of night time because we can see the moon'. Using the digital projector, the teacher gave outstanding demonstrations on how to use the different tools from a 'paint' program. Her explanations were clear and informative and very good questioning checked that the pupils understood before she moved on. Pupils were shown how to create houses close together using the rectangular and triangular tools. They watched and listened enthusiastically and were given very good opportunities to practise these skills to create a housing scene. Further high quality demonstrations by the teacher showed the class how to use the paint brush, spray tool and a new smear brush tool in order to add flames, smoke and glowing embers. The smear brush was used particularly well to create the impression of shimmering heat. The pupils chose different colours and used the tools imaginatively to produce striking pictures. Throughout the lesson teacher's expectations were high, relationships were excellent and pupils were extremely productive. This was an outstanding example of ICT being used to support pupils' learning in art and design and history.

62. The subject is effectively led and managed by two coordinators; one is in Years 1 and 2 and the other in Years 3 to 6. The coordinators work well together. The planning of the curriculum is good and appropriately based on national guidance. Teachers' planning is checked, samples of pupils' work are examined and there has been some observation of

teaching. As a result of this effective monitoring, the coordinators have a clear overview of standards and provision throughout the school. The school has a very well furnished 24-station computer suite which has recently been upgraded. It includes a computer-linked whiteboard for demonstrations. These impressive facilities are used very well and, with good teaching, contribute to pupils' good achievement. Overall, the school has made good improvements since the last inspection.

Information and communication technology across the curriculum

63. Teachers and pupils use the computer suite well to support teaching and learning in other subjects such as art and design and history. Word processing is used well to help develop pupils' drafting and editing skills in writing. However, the computers in the classroom are under-used. Opportunities are therefore missed for pupils to use ICT to support their learning and to develop their computer skills further.

HUMANITIES

Geography and history were sampled. Religious education was inspected in full.

Geography

64. Insufficient lessons were seen to form overall detailed judgements in this subject. However, in the geography lesson seen in Year 5 the quality of teaching and learning was very good and pupils attained above average standards. The lesson was planned in detail, with useful links with history and literacy. For example, after their visit to the Plague village of Eyam pupils compared it to Cantley and used persuasive devices such as: 'Probably the best' or 'Only a fool' to present their arguments. From looking at examples of pupils' work, it is clear that teachers not only plan work to cover the full programmes of study but also in some depth. Geography makes a useful contribution to pupils' social and cultural development.

History

65. Only one history lesson was seen but links with history were seen in other lessons and pupils' work was examined. The study of pupils' work indicates that standards are above average by the end of Year 2 and Year 6. There is a good emphasis on developing a sense of chronology and understanding of people and events in history. As pupils become older there is an increasing ability to offer explanations for events. The curriculum is well planned with good links with other subjects, but teachers do not always provide sufficiently for pupils of different abilities, particularly in challenging higher-attaining pupils. History is well supported by visits, such as residential visits to Austerfield. The school holds successful special history days such as a Tudor day, a Viking day and a Greek day. The Greek Day was seen during the inspection. Pupils and their parents created impressive costumes for the day and pupils experienced a range of Greek activities. These days support pupils' learning well. ICT is used well to support history. An excellent example of this was seen in Years 1 and 2 when pupils used ICT very effectively to find out about the Great Fire of London from famous paintings.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The school makes good use of its links with local clergy to enrich the curriculum.
- Religious education lessons are used effectively to develop pupils' speaking and listening and literacy skills.

Commentary

66. By the end of Year 2 and Year 6 pupils' knowledge and understanding of religious education are in line with the expectations of the locally agreed syllabus. Achievement is satisfactory throughout the school. Standards are not as high as those reported during the last inspection, when they were above expectations. Pupils are provided with a comprehensive religious education curriculum with an appropriate emphasis on world faiths. This is complemented by good links with local churches, such as visits to the school by local ministers.
67. Teaching is satisfactory overall. Samples of work seen, during the inspection, show satisfactory coverage of topics and the study of different religions. Where the teaching is particularly effective, good use is made of language and literacy links such as discussion and writing. For example, in a good lesson in Year 1 and 2, pupils were given the opportunity to explore and discuss how people care for each other. The good quality questioning allowed pupils thinking time and opportunities to talk through ideas, resulting in pupils improving their understanding of how people depend on each other. Learning is less effective when there is an over-reliance on worksheets and when there are insufficient opportunities for pupils to reflect and ask questions.
68. Leadership and management of the subject are satisfactory. The co-ordinator has ensured that the planning corresponds to the locally agreed syllabus. She provides clear advice and resources. She supports other colleagues in making links between religious education and other subjects such as drama, art and literacy. She reviews teachers' planning regularly and provides feedback, but has not undertaken lesson observations to enable her to identify strengths and areas for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were sampled. Art and design was inspected in full.

Design and technology

69. There were insufficient opportunities to see design and technology taught during the inspection to make overall judgements about provision. However, from an analysis of pupils' work it is clear that the curriculum is effectively covered. In the one lesson seen in Year 6, the quality of teaching and learning was good and pupils achieved well. They showed good evaluative skills when considering the merits of commercial board games such as Snakes and Ladders: for example, *'a bit drab; 3/10; would be much better in 3D.'* Similarly, when commenting on a hat made for The Mad Hatters Tea Party: *'I like the aces on my hat because it links with the story.'*

Music

70. No lessons were seen in music and so no judgements on standards or overall provision can be made. The school has good support for music and visiting specialists bring in a range of instruments, which supplements the school's resources. Pupils were heard singing during assemblies and the quality of singing throughout the school is what is expected for their ages. Pupils learn to appreciate different styles of music. For example, as they enter assembly they readily identify the Glenn Miller Orchestra and name the tune played. The accommodation for music is very good. The separate music room is spacious, with a good range of untuned percussion instruments.

Physical education

71. Only one lesson was seen but discussions were held with pupils and staff. In a good gymnastics lesson in Year 6, pupils practised and performed a sequence of movements on the floor and apparatus. A few higher attaining pupils worked imaginatively and performed more complex movements into their sequences. The teacher used pupils well to demonstrate skills to others and he provided effective feedback on their performance, which helped them to improve. Pupils were able to evaluate others' work in a constructive and supportive way. The school has an extremely spacious and well-equipped gymnasium. The curriculum is well planned and the physical education programme is very well enriched by visiting specialist coaches in areas such as rugby and tennis and in extra-curricular activities, including cross-country running, football, netball, hockey, rounders and tag rugby. The school participates well in a range of inter-school tournaments.

Art and design

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

Main strengths and weaknesses

- Standards in art and design are above average throughout the school.
- Attractive displays celebrate pupils' achievements and provide good models for other pupils.
- Effective links are made with other subjects and this enhances learning.
- The subject is well led and managed.
- Assessment is underdeveloped.

Commentary

72. Standards are above average by the end of Year 2 and by the end of Year 6. Pupils achieve well across the school, because essential skills are well taught and good opportunities are provided for pupils to work with a wide range of materials and techniques. Standards have improved from average to above average since the last inspection.
73. The quality of teaching and learning is good overall, with examples of very good teaching and learning in Years 1 and 2. Pupils are able to use colour, form pattern, line and tone well and with greater confidence as they move through the school. In a very good lesson in

a Year 1 and 2 class, pupils explored the use of paint to create particular effects, whilst others explored how to make printing blocks to represent earlier designs. The teacher's clear instructions and timely advice to individual pupils and to groups meant that all pupils achieved well. Teaching is consistently good in Years 3 to 6 and pupils enjoy a wide range of art experiences. In Year 4, pupils were able to draw well from observation and were able to use form, pattern and line well in their sketches. However, they were less confident in using these words to describe their work. In Year 5 pupils explored the properties of clay effectively and were able to use a variety of techniques well. Attractive displays of good quality work are displayed throughout the school and celebrate pupils' achievements. The displays reflect a wide range of skills and techniques including painting, drawing, printing, collage and three-dimensional work. The school has had a number of artists in residence working in the school and this has provided good opportunities for pupils to develop further a wide range of skills including painting, collage and clay work.

74. The subject is well led and managed. The scheme of work is good and provides well for the development of a wide range of skills and techniques and encourages staff to be more creative. In many instances, art and design is linked well to other areas of the curriculum such as history, science and English. The subject leader is always willing to provide informal support on ideas and techniques and she has organised training over the past year to enable staff to develop their own skills and this has improved the quality of teaching. The subject leader has a good overview of standards by monitoring work on display, but assessment and recording pupils' attainment is at an early stage of development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area was sampled,

75. No lessons were seen but inspectors spoke with teachers and their pupils. Because there is a strong emphasis on raising pupils' self-esteem, they achieve well. Circle time is used to good effect to discuss topical issues and problems. The class and school councils are useful forums for pupils to air their views and make a real contribution to school life. The school nurse talks with older pupils about changes in their lives and the police cover a range of life skills, including the dangers of drugs. The subject is managed well and the coordinator is looking to integrate it further into the wider curriculum, when the overall curriculum map is reviewed.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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