

INSPECTION REPORT

HODTHORPE PRIMARY SCHOOL

Hodthorpe

LEA area: Derbyshire

Unique reference number: 112650

Headteacher: Mr W Parkinson

Lead inspector: Fran Gillam

Dates of inspection: 25th – 27th November 2003

Inspection number: 256454

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:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	125
School address:	Queen's Road Hodthorpe
Postcode:	S80 4UT
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Ian Johnson
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

Hodthorpe Primary is a smaller than average school situated in the village of Hodthorpe in rural Derbyshire. Children come from a range of socio-economic backgrounds and the percentage entitled to free school is 24 per cent, which is about average. There are 125 pupils on roll. All pupils come from a white UK background. Pupils are taught in four mixed age range classes and there is a morning-only nursery. At present, 33 per cent of pupils have special educational needs, which is higher than average. Four per cent of pupils have statements of special educational needs and this is higher than average. Pupils' special needs include emotional and behavioural difficulties, autism, hearing impairment and learning difficulties. Nineteen children attend the nursery part-time and there are nine full-time children in the Reception class. Standards when children start school are below average. The school has had a period of instability in staffing due to illness. At present, there are two supply teachers, one in the nursery and one in the Reception class.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21498	Fran Gillam	Lead inspector	Foundation Stage, mathematics and information and communication technology
9981	Saleem Hussain	Lay inspector	
30745	Pat Thorpe	Team inspector	Special educational needs, English, history, geography and religious education
27591	Madeline Campbell	Team inspector	Science, art and design, design and technology, music and physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hodthorpe Primary School provides a satisfactory standard of education. The headteacher works with a clear sense of purpose to raise standards and improve the quality of education; the governors and staff provide good support. Standards are rising by Year 2 and pupils' achievements in Years 1 and 2 are good. This reflects the drive there has been to improve the quality of teaching and learning throughout the school. In spite of this, standards by Year 6 are below average. There are serious weaknesses in how pupils learn in the oldest class; pupils underachieve in science. In the nursery, Reception and Years 3 to 6, achievement is satisfactory overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is better than expected and teaching is good in Years 1 and 2.
- Pupils do not do well enough in science; teaching in Years 5 and 6 is unsatisfactory and within these year groups not enough is being done to develop pupils' reading, writing and number skills across subjects.
- The headteacher has great drive; he leads by example and places a strong focus on raising standards.
- Support for pupils with special educational needs is good; education care officers work effectively with these pupils.
- The school provides a warm and caring environment that helps pupils to develop both personally and academically; however, not enough is done to prepare them for living within the diverse society represented in Britain.
- Pupils enjoy school, their behaviour is good and they get on well with one another and adults; provision for developing pupils' personal skills is effective.
- Children in the nursery develop their personal and social skills well because the teaching is good.

In the period after the last inspection and before the appointment of the present headteacher, the school went through a challenging period. As a result, a number of areas were not dealt with quickly enough and the school is presently not as effective as it was. Key issues have now been addressed; standards and teaching in information and communication technology (ICT) have improved. The headteacher and governors are well aware of the school's strengths and weaknesses; over the past 18 months, developments have focused on key areas to improve the quality of education.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is satisfactory overall; it is good in Years 1 and 2. Children in the Foundation Stage do not reach the goals they are expected to reach by the end of nursery or the Reception year in all the areas of learning, apart from personal and social development. In this area, children do well and reach the expected goals for their age. By Year 2, standards are average in reading, writing and mathematics and as expected in ICT, science and religious education. Pupils' achievements are

good in Years 1 and 2; their learning builds effectively on what has been taught before. By Year 6, standards are below those expected for eleven year olds; pupils do not do well enough in science, and results in 2003 were in the bottom five per cent compared with similar schools. In Years 5 to 6 there are not enough chances for pupils to develop their reading, writing and number skills in other subjects. Within Years 3 to 6, there is quite a lot of movement of pupils in and out of the school; those pupils who have spent most of their time at Hodthorpe do as well as expected in English and mathematics based on their achievements by Year 2. Pupils throughout the school have good attitudes towards their work; they behave well, most arrive at school on time; the attendance rate is below average. **Pupils develop good moral and social skills and their spiritual and cultural development is satisfactory.** However, pupils do not have a good enough understanding of different groups within society and the value they add to British culture.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall but there are distinct differences in how well pupils learn in Years 1 and 2 compared with other year groups. In Years 1 and 2, teaching builds effectively on what has been taught before. Teachers share what they know with pupils clearly and pupils settle quickly and effectively to their work. In the nursery, children quickly learn how to get on with each other and the classroom routines because the development of their personal skills underpins much of the work. In Years 5 and 6, learning is not as effective because pupils are told too often what to do; there are few chances for them to work independently and to make their own decisions. This limits the chances for them to develop their thinking and build on what they already know.

There is a good range of activities outside normal lessons, which extends pupils' learning. Pupils with special educational needs receive good support and this helps them to develop well. Adults show a high level of care for pupils and treat pupils fairly and considerately. The school draws on the local community well to support its work. Any difficulties pupils and parents experience are dealt with well.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has a clear view of what needs to be done to improve the school further; his enthusiasm and determination have brought about change for the better. There are still a number of key areas to address, such as improving standards in science and developing stronger links between subjects to make learning more purposeful and interesting. The staff and governors are well aware of what needs to be done and the school is moving in the right direction to bring about improvement. The governors offer good support and carry out their work satisfactorily.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They have confidence in the staff and appreciate the efforts made to support and guide their children. The pupils like school and most enjoy their lessons. Some of the older pupils would like more freedom to make decisions themselves.

IMPROVEMENTS NEEDED

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

- Improve pupils' achievement in science by Year 6.
- Improve the quality of teaching in Years 5 and 6.
- Ensure that pupils make better use of their reading, writing and mathematics skills in Years 5 and 6 to support their work in other subjects.
- Improve pupils' understanding of the different groups represented in Britain today.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory for children in the **Foundation Stage and in Years 3 to 6**. **Achievement is good in Years 1 and 2**. Pupils **underachieve in science in Years 3 to 6**. **Standards by Year 2 are average** in the core subjects¹ but **below average by Year 6**. Girls outperform boys in the national tests by Year 2 and Year 6. Standards are lower than at the time of the last inspection but are showing signs of improvement, especially by Year 2.

Main strengths and weaknesses

- Pupils do not do well enough in science by Year 6.
- In Years 5 and 6, pupils do not make enough use of their reading, writing and mathematical skills to support their work in other subjects.
- Pupils in Years 1 and 2 achieve well.
- Pupils ICT skills have improved but they are not used as well as they could be to support learning in other subjects, especially in the oldest year groups.

Commentary

1. Although the trend in standards by Year 6 is broadly in line with the national trend, standards were lower in the tests in 2003 than in the previous year. Caution is necessary when interpreting the data, as there were only 14 pupils in the year group; one or two pupils can make a significant difference to the standards that the school achieves. Also within last year's Year 6, there was a high percentage of movement in and out of the year group over the time this group was in the juniors. The school's own data shows that the pupils who had been taught at Hodthorpe throughout the juniors had done as well as expected, based on their performance in the tests when they were in Year 2.

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

Standards in:	School results	National results
English	25.3 (26.3)	26.8 (27.0)
Mathematics	26.1 (27.4)	26.8 (26.7)
Science	26.1 (27.0)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. Standards are below average in English and mathematics and well below average in science for the present Year 6 pupils. Although pupils' achievements are satisfactory in Years 3 to 6 in English and mathematics, pupils do not do well enough in science. The pupils' achievements reflect the emphasis that has been placed upon improving standards in English and mathematics, taking precedence over raising standards in science. Weaknesses in science relate to a lack of emphasis on pupils using and applying their scientific knowledge and understanding to solve problems. In English and mathematics, the opportunities for pupils to use their language, literacy and numeracy skills are particularly limited in Years 5 and 6; this does not allow pupils to develop their skills further through meaningful activities.

¹ Core subjects: English, mathematics, science, ICT and religious education

- Standards are rising in Years 1 and 2 with results in the tests in 2003 showing further improvements in writing and mathematics. Standards in reading still lag behind, mainly due to not enough pupils reaching the higher levels in the tests. In the present Year 2, standards are average in reading, writing and mathematics; in science, ICT and religious education standards are in line with those expected. Pupils' achievements are good, based on their starting point in the nursery, in English, mathematics and science.
- Writing has been a particular success with the gap narrowing this year between boys' and girls' performance in the tests. The school has placed a strong emphasis on developing writing and this is proving successful, particularly for girls, but boys are also doing better than in previous years.

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

Standards in:	School results	National results
Reading	15.0 (15.0)	15.7 (15.8)
Writing	15.0 (13.7)	14.6 (14.4)
Mathematics	16.9 (15.3)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year.

- Pupils throughout the school have developed better skills in using computers than at the time of the last inspection. There are some useful links made with other subjects but these are not fully embedded in the work set for the oldest class and chances for pupils to use ICT in the normal course of their work are restricted. Younger pupils have a satisfactory understanding of how ICT is used in the wider world but older pupils' understanding is weaker by comparison.
- Children in the Foundation Stage do well in developing their personal and social skills; they are supported well in the nursery and this provides a firm basis for future learning. Children start nursery with skills, knowledge and understanding lower than those expected for three year olds. Throughout the Foundation Stage they achieve as well as expected but do not reach the goals expected by the end of Reception in most of the areas of learning, except personal and social development.

Standards at the end of the Foundation Stage

Standards in relation to the early learning goals by the end of Reception in:	
Personal, social and emotional development	Good
Communication, language and literacy	Satisfactory
Mathematical development	Satisfactory
Knowledge and understanding of the world	There was not enough evidence to make a secure judgement in this area of learning.
Physical development	There was not enough evidence to make a secure judgement in this area of learning.
Creative development	Satisfactory

Inspectors make judgements in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes to their work and they behave **well**. They develop their personal skills **well**. Pupils' spiritual, moral, social and cultural development is **satisfactory**. The attendance rate is **below average**.

Main strengths and weaknesses

- Staff set high expectations for pupils' behaviour and pupils behave well; there are good relationships between adults and children.
- Children in the nursery develop their personal and social skills well.
- Pupils feel they are treated fairly and that their teachers help them; pupils' social development is good.
- Pupils have a good understanding of the difference between right and wrong and this is promoted well throughout the school.
- Aspects of multicultural development are not satisfactory; pupils are not being prepared well enough to appreciate the diversity of cultures represented in Britain.

Commentary

7. Pupils work well with each other because staff encourage them to value the efforts of others and give well-focused praise when pupils do well. This builds pupils' self-esteem, especially those with behavioural difficulties, and helps them to take a full part in the activities on offer. Staff expect pupils to behave well and pupils respond positively because they see the value in doing so. Last year there were 16 fixed term exclusions, which is high for a school of this size, relating to three boys in last year's Year 6. The senior managers and governors followed the correct procedures and worked hard to avoid recurrence of problems. There are clear guidelines for teachers to deal with difficulties with behaviour. The efforts put into ensuring that pupils are well integrated and able to cope with their problems are working well. This is particularly noticeable for pupils presently involved with the lunchtime nurture club where the pupils are given personal and academic targets to achieve and in the positive playroom where they learn to take turns and consider the impact of their behaviour on others.

Exclusions

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	125	16	0

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

8. From the time children start in nursery, staff provide well-focused support and children soon learn to take turns and understand the nursery routines. This positive start sets a standard for understanding the difference between right and wrong, which is promoted well throughout the school. This is supported by adults setting positive models for the pupils to copy and emphasised in stories and assemblies. Pupils feel that the staff listen to them and treat them fairly but some of the older pupils would like more chances to be trusted to do things on their own.
9. Whilst pupils are developing a secure understanding of their own cultural traditions through visits out and visitors into school, they are less well prepared for living in the wider society where they are likely to meet people from different groups. This shows in their limited understanding of ethnic minorities and their limited knowledge of the achievements of people of different cultural backgrounds and the contribution they make to the lives of others.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.5
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.

10. The attendance rate fell last year and is below average; this was adversely affected by the high exclusion rate. The rate of unauthorised absence was above average due to parents taking their children on holiday for longer than the recommended ten days allowed each year. Most pupils arrive at school on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching is satisfactory overall; however, there are serious weaknesses in pupils' learning in Years 5 and 6 due to insecure knowledge of teaching in key subjects such as English and science. The curriculum provides a range of activities that are relevant to the ages and interests of the pupils; the activities on offer outside lessons enrich the learning of pupils successfully. The school places a strong emphasis on supporting and guiding pupils and the care they receive is good; parents and pupils have positive views of the school.

Teaching and learning

The quality of teaching is **satisfactory** overall. It is **good** in Years 1 and 2, **satisfactory** in the nursery, Reception year and Years 3 and 4; it is **unsatisfactory** in Years 5 and 6. The quality of teaching is not as good as it was at the time of the last inspection in the Foundation Stage or in Years 5 and 6 but it is better than it was in Years 1 and 2. At present, there are two supply teachers in the Foundation Stage. Teachers use assessment information **satisfactorily**.

Main strengths and weaknesses

- Pupils in Years 5 and 6 do not learn as well as they can; teaching sometimes confuses pupils because explanations are unclear and subject knowledge is insecure.
- Teaching is good in Years 1 and 2; pupils settle quickly to their work and learn effectively.
- Almost all teachers make good use of education care officers (ECOs) to support pupils' learning, especially those with special educational needs.
- Teaching children to develop their personal and social skills is effective in the nursery but not as effective in the Reception year.
- Most staff use praise and encouragement well to encourage pupils and build their self-esteem.

Commentary

11. There are serious weaknesses in teaching in Years 5 and 6 that lead to pupils not learning as well as they can. Explanations to pupils lack clarity and this results in pupils being unsure of what is required of them. Pupils say that sometimes they would like more opportunities to take the lead for their own learning. This is particularly the case in science where they are given too many prompts about the materials they should use, how to carry out investigations and how to set out their work. Boys expressed a dislike of writing because they would prefer to write about things that they find interesting. Planning lacks detail about what the different groups of pupils are to learn by the end of the lesson and this leads to some pupils marking time until they meet more challenging work and lower attaining pupils struggling without adult support. Although pupils are acquiring language, literacy, numeracy and ICT skills

satisfactorily, teaching does not provide enough chances for pupils to use and apply these skills in other subjects.

12. By comparison, teaching is good in Years 1 and 2. Activities challenge pupils of different abilities and this ensures that higher attaining pupils learn as much as they can and that the lower attaining pupils, and those with special educational needs, do not struggle with their work. There is a much higher number of boys in the Year 1 and 2 class than girls and activities capture their interest. As a result, boys, as well as girls, concentrate hard and work with purpose. Explanations are clear and it is apparent what the different groups are to learn. This prepares pupils well for their work and they settle quickly and confidently to what they are doing.
13. Within all classes ECOs play a significant role in supporting pupils, especially those with special educational needs. In almost all instances teachers provide good guidance and so ECOs work purposefully with individuals and groups to get the best from the pupils. Their interactions with pupils are timely and they allow just the right amount of independence so that pupils do not rely on their support too much. Both teachers and ECOs praise pupils for their efforts and this builds the pupils' self-esteem and helps them to behave well and respond positively to teaching. This is a key component in helping pupils with special educational needs to integrate in lessons. Guidance given by ECOs in the nurture club and positive playroom further supports the pupils' learning, helping them to concentrate and take responsibility for aspects of their own learning.
14. Effective teaching in the nursery to develop children's personal, emotional and social skills provides a firm platform for future learning. Planning for this area of learning underpins much of the work in the nursery. Activities are creative and children concentrate for extended periods. Adults interact with children, although sometimes chances to extend talk are missed. By comparison, some of the activities in the Reception class lack a clear purpose and during the afternoon sessions a lack of involvement with children leads to children not getting the best from the activities. This leads to some children wandering aimlessly from one task to another. There has been a drive to improve the provision in the Foundation Stage and some of the new ideas have been embraced wholeheartedly by the staff in the nursery; as yet they are not working as effectively in the Reception class.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	0	2	12	4	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 curriculum provides a **satisfactory** range of opportunities to meet the needs and interests of pupils. There is a **good** range of activities outside normal lessons. The accommodation is undergoing improvement and is **satisfactory**, as is the range of resources to support teaching and learning. There is a **good** number of support staff to help and guide pupils with their learning; the number of teachers is **satisfactory**.

Main strengths and weaknesses

- The provision for the development of personal, social and health education is good.
- Pupils with special educational needs are supported well by ECOs.
- A good range of visits out of, and visitors into, school and the wide range of activities outside normal lessons enrich the curriculum.

- There are not enough chances for pupils to use their reading, writing, number and ICT skills to support their work in other subjects, particularly in Years 5 and 6. These pupils have too few chances to develop the scientific skills of enquiry and investigation.
- Some recent curriculum innovations are proving successful in helping pupils to develop both personally and academically.

Commentary

15. The curriculum provides a wide range of planned and structured activities, which gives the youngest children a sure start to school across all the recommended areas of learning, especially personal and social development. Personal, health and social education is good; drugs and health education policies are in place. Lessons and 'circle time' help pupils to develop a sense of right and wrong and of being part of the school community. The chances to talk about things that are important to them are welcomed by pupils; they like to think they have a say in some of the decisions made in the school.
16. Provision for special needs is good. The curriculum for pupils who have special educational needs is adapted by class work specially matched to their needs. They also have good individual education plans. The targets in these are well focused and precise. The number, use and quality of ECOs enable all groups of pupils to access the curriculum. ECOs are well briefed by teachers, understand the needs of the pupils they have responsibility for and make a significant contribution to the progress of pupils who have special educational needs.
17. Visitors, including theatre groups, circus skill teachers, lantern-making artists and musicians, add to the richness of the curriculum. Pupils are involved in a range of educational visits, which make their learning more meaningful. These include visits to Cresswell Crags and a local technology centre, and the youngest children go to a nearby farm park. Older pupils participate in a residential visit, which helps them to mature and grow increasingly aware of the needs of others. The school provides a good range of extra-curricular activities. These include sporting activities as well as musical opportunities, French club, stamp club and a book club. These allow all pupils access to a wide range of studies and help to develop positive attitudes to learning.
18. Chances for older pupils to use reading, writing, numeracy and ICT skills are restricted because not enough is done to identify purposeful links between subjects. Too often worksheets restrict the opportunities for writing or for pupils to solve mathematical problems in subjects such as history and science. Pupils have little choice of resources or chance to devise and carry out scientific investigations because teaching directs this aspect of their learning too much. In ICT, the opportunity to research information are constrained by pupils being given little chance to access computers to find things out for themselves.
19. The school has undertaken a number of specialised actions to improve pupils' personal and academic skills. These have included a focus on improving boys' writing, which is beginning to have a positive impact, particularly in the younger year groups. This has included participation in the 'Excite to Write' project and an Easter school, which have captured boys' interest and led to them being more positive about writing. There has been a strong drive on improving behaviour and ensuring that all pupils are involved as much as possible in the life of the school. The nurture club and positive playroom are two areas where pupils have the chance to build their self-esteem by achieving small steps of success. This may be in aspects of their work or in activities such as taking turns and recognising the value of listening to others' contributions in discussions. This in turn helps them to be fully integrated in classroom activities and to develop positive relationships with others.

Care, guidance and support

The provision for the care, welfare and support of pupils is **good**. The school seeks the views of pupils **satisfactorily**.

Main strengths and weaknesses

- There are good procedures to ensure that pupils work in a healthy and safe environment
- Relationships between staff and pupils are positive and help to provide a good standard of pastoral care.
- Pupils have trust in adults and are happy to approach them for advice and help.
- Establishing a positive playroom for all pupils to use has enhanced the personal development of all pupils.

Commentary

20. This is a caring school with good procedures for pupils' support, welfare and guidance. Regular checks are made to ensure that the building is safe and secure. All staff are knowledgeable about potential risks, carry out risk assessments and make pupils' safety and welfare a constant priority. First aid provision is good. There is an appropriate number of staff qualified for first aid and records of accidents and injuries are maintained. The school nurse visits the school regularly and teaches drugs awareness and sex education to older pupils. All pupils learn to swim.
21. The good standard of individual care, support and guidance provided for pupils ensures they feel happy and secure. Pupils are very keen to take their turn in the positive playroom and staff are already seeing how much pupils benefit from this experience. Pupils with special educational needs are well integrated. The school has good procedures to identify pupils who need support at an early stage. The school has appointed a generous number of ECOs who work well with pupils who need extra help and encouragement.
22. Staff and pupils are well known to each other and pupils feel confident to approach their teachers with any personal problems and know that support will be available. Teachers mark pupils' work regularly but do not always offer suggestions on how pupils could improve their work. The school keeps good records of pupils' test results in English, mathematics and science. This led, for example, to the school's current focus on writing. However, assessment and records of how pupils are doing in other subjects are in the early stages of development.

Partnership with parents, other schools and the community

Links with parents are **sound**. Partnerships with the wider community, including those with other schools and colleges are **good**. This is a very similar picture to that of the last inspection.

Main strengths and weaknesses

- Parents have a high opinion of the school.
- Parents are involved well with the school through staff seeking, valuing and acting on their views.
- There are good procedures to ensure parental satisfaction and to deal with any concerns and complaints but annual reports do not contain enough information about how well pupils are doing.
- The school has established many links in the wider community that enrich learning.

Commentary

23. Replies to the inspection questionnaires and responses at the parents' meeting show that parents have much confidence in the school and its staff. For example, the questionnaire shows that all parents are pleased about staff's expectations of their children and almost all parents say that the school is led and managed well.
24. There are many opportunities for parents to express their views and make suggestions. The school recently carried out an extensive consultation exercise. It is pleasing to see how enthusiastically the school has taken up parents' suggestions. For instance, it has responded well to requests for a notice board for parents and after-school clubs such as music and French.
25. The headteacher makes a point of being available at the start and end of school as often as possible. Along with staff, he is always happy to listen to parents and discuss issues. This is a strong feature of the school's good handling of parents' concerns and complaints. Whilst the prospectus gives much information about the school's policies and provisions and there is also a helpful brochure about the nursery, pupils' annual reports tend to describe what the pupils have done, rather than how well they have mastered their work. The school had identified this before the inspection and is now addressing it.
26. Wider community links include local businesses that give financial donations; Poplars Church supports pupils' personal development and Coach Right and Bolsover Council Sports both provide support for physical education. There are strong educational links with Heritage Community School. For example, Year 5 and 6 pupils take part in lessons, such as science, and the physical education department has given lessons in orienteering at Hodthorpe. Trainee teachers and other students from colleges and universities undertake work placements at the school from time to time. This gives pupils additional learning experiences. The school also puts much back into the community by taking part in the village summer festival and by providing parcels for elderly residents at harvest time.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**, the leadership of the headteacher is **good**. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- There is clear vision and leadership from the headteacher.
- The supportive governing body knows the school well.
- The roles of curriculum leaders in monitoring and evaluating teaching and learning are underdeveloped.
- Staff show a clear commitment to raising the achievements of all pupils.
- There is a strong focus on improving pupils' attitudes and behaviour.

Commentary

27. In a relatively short time, the headteacher has provided a good lead in giving the school a new direction. There is a sense of common purpose between staff, governors, parents and children about action needed to raise the achievements of all pupils. The headteacher and staff, whilst wholly committed to raising standards, know that this can only be achieved in a school where personal development and care for pupils are a high priority. As a consequence, all staff have worked well together to improve pupils' attitudes and behaviour and these are now good.

28. The headteacher is keen that all pupils benefit equally from the school's provision. Consequently, the school has employed a relatively large number of ECOs to support pupils with special educational needs or those who need extra help.
29. The school improvement plan covers three years and has clear areas of development for each term. It is evident from the more detailed plans that the school has focused on the areas requiring the greatest improvement first. The main focus was on improving teaching and learning in literacy and numeracy; dealing with these areas first is the main reason why science has been slower to improve. However, the school has a detailed plan for raising standards in science, showing a clear understanding of the weaknesses that need to be addressed. A strong focus was also made on monitoring and evaluating the impact of teaching on how well pupils learn. As a result of this work, teachers have received well-directed advice and support based upon the accurate assessment of where the strengths and weaknesses in teaching lie. All staff have had points for improvement identified and these are followed up by the headteacher to ensure that appropriate action is taken to remedy weaknesses and build on strengths. In spite of this the rate of improvement has been varied and shows in the more rapid improvements made in Years 1 and 2 compared with Years 5 and 6.
30. The governing body is well informed about the school's strengths and weaknesses and its priorities and direction. Governors carry out their duties conscientiously and offer a good level of support for the school. Their determination to raise pupils' achievement is reflected in their decision not to give the headteacher a regular teaching commitment. This reflects the careful financial planning and reduction in the school's larger than recommended carry-forward of funds. The headteacher and chair of governors are in regular contact and some individual governors are linked to a subject or aspect of school life. Where governors have expertise, as with the governor for literacy, for example, they are able to play an active part in enhancing pupils' learning. The governors review the school improvement plan and other policies as appropriate and fulfil all their other statutory duties.
31. The professional development of staff is good. Teachers often attend suitable training courses, which directly benefit themselves and the school. All subject leaders are taking part in the Primary Leadership programme. The headteacher and literacy leader observe colleagues teaching English and mathematics, but this is not often extended to other subjects or carried out by other subject leaders. Therefore, the management and monitoring skills of some teachers are not as good as they could be. This is one area for development covered in the Primary Leadership programme and has been identified by the school as requiring improvement. However, it is worth noting that the management and development of subjects have been adversely affected by staff illness in the past, making it difficult to maintain continuity in development and improvement. There are good arrangements to make sure teachers new to the school settle in quickly and receive the support they need.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	380769
Total expenditure	379852
Expenditure per pupil	3617

Balances (£)	
Balance from previous year	24519
Balance carried forward to the next	23595

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is a 26-place morning-only nursery, which currently 19 children attend. A teacher and one qualified nursery nurse teach these children. Nine children are in the Reception class and they are taught with five of the younger Year 1 pupils. Both teachers in the nursery and the Reception class are currently on supply, covering for long-term illness and maternity leave. The pattern of standards when children first start in the nursery is below that expected for three year olds. It is not possible to judge provision in children's knowledge and understanding of the world and physical development, as these areas were not observed in depth. Children's achievements are satisfactory overall; early indications show that children will reach the expected goals by the end of the Reception year in personal, social and emotional development but not in the other areas of learning inspected in depth. Teaching is satisfactory overall, although more weaknesses are evident in the teaching in the Reception class. Teaching children how to get on with one another and to settle into nursery is good. There are some weaknesses in aspects of teaching in the Reception class related to supporting children's learning further and making sure they get the very best from the activities on offer. Teaching is not as good as it was at the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good in the nursery and children achieve well.
- Children in both the nursery and Reception class have good relationships with each other and with the adults who work with them.
- Sometimes more could be done to encourage children in the Reception class to work for extended periods.

Commentary

32. Standards are in line with those expected by the end of the Reception year; children's achievements are good. Teaching is satisfactory in the Reception class and good in the nursery. Planning in the nursery is clear and focuses on ensuring that children experience a range of activities where they can work on their own, with a partner, supported by an adult or in a group. This ensures that children have the opportunity to develop effective working relationships with one another and the adults who work with them. This is evident not only in the nursery but also in the Reception class. Adults set good examples for the children to copy, and interactions are positive. This helps the children to understand how they should treat one another and teaches them to wait for their turn. Because activities are exciting in the nursery, children become engrossed and work on an activity for extended periods. Boys tend to work and play with each other and this is also the case for girls. Sometimes teaching could do more to encourage boys and girls to work and play together. In the Reception class, sometimes children are left to their own devices for too long and at these times their work and play lack structure and they do not get the best from the activities; this slows their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- In both the nursery and Reception class, more could be done to encourage children to talk.
- The activities planned provide some good opportunities for children to explore reading and writing in the nursery.
- In the Reception class more should be done to develop children's thinking further to support their reading.

Commentary

33. Standards are below those expected by the end of the Reception year; children's achievements are satisfactory. Teaching is satisfactory in both the nursery and Reception class. Whilst the range of activities provides plenty of opportunities to engage children in talk, generally adults are not proactive enough in generating discussions with children. Most children find it difficult to extend their talk beyond short responses. Planning does not go far enough in identifying key words children should meet in the course of their work and play. It does not focus enough on what children of different abilities should be experiencing, for example through imaginative play and how their vocabulary could be developed further. This leads to children not benefiting as much as they should from the activities on offer.
34. There is a good range of books available for children. Children in the nursery are developing a love of books and the older higher attaining children make good attempts to tell well-loved stories using the pictures as prompts and recalling the tale told by the teacher. Some children already recognise individual letters, usually those contained within their name, and they use these sometimes in their writing. Teaching in the nursery provides a range of activities to encourage children to explore writing. Children see the purpose of writing because activities are often linked well to work in other areas of learning such as knowledge and understanding of the world. Children find out about important events such as christenings and parties and they make some good attempts at writing their own invitations. Although reading and writing are promoted satisfactorily in the Reception class, teaching sometimes misses opportunities to extend children's understanding further. This occurs when shared stories are not discussed with children to check their knowledge and provide further information to develop their understanding.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is an attractive and stimulating range of activities in the nursery to support children's mathematical development.
- In the Reception class, resources are not always used well enough to help develop children's mathematical language.

Commentary

35. Standards are below those expected by the end of the Reception year; children's achievements are satisfactory. Teaching is satisfactory in both the nursery and the Reception class. As with the other areas of learning, teaching in the nursery makes purposeful links between children's mathematical development and activities related, for example, to physical development. In one such activity, children made pathways and used

language such as 'before' and 'after', 'over' and 'under' to describe what they were doing. Higher attaining children count confidently up to at least 20 and with help some can go beyond this. Opportunities for children to practise counting, sing number rhymes and play mathematical games ensure that they gain a secure understanding of the work they are covering. Younger children benefit from short but well-focused sessions that help them recognise numerals and count accurately. Children with special educational needs receive good support and this ensures that they join in with most of the activities on offer. In the Reception class, activities also support children's learning through opportunities for repetition and practice. However, children's understanding of some of the language used to describe pattern could have been supported more effectively by drawing their attention, for example, to pictures and items in the classroom that would secure their understanding of terms such as 'towers' and 'stripes'. Children in the Reception class do not always find it easy to describe what they are doing and sometimes adults do not do enough to encourage talk to develop thinking further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

36. It is not possible to make a secure judgement on children's knowledge and understanding of the world as sessions seen in the nursery and Reception class did not focus on this area. It is evident from planning that this area is covered satisfactorily. Computers are available and used regularly by children. Children are grasping a secure understanding of how to use programs and print off their work. Activities provide chances for children to draw on their own experiences to learn about families and special events in people's lives and this helps them to develop an awareness of themselves and others.

PHYSICAL DEVELOPMENT

37. It is not possible to make a secure judgement on the provision for physical development as only a short session was observed in the nursery. There is a good-sized outdoor play area for children to use. During the morning children in the nursery make use of the outdoor area and children in Reception use it in the afternoon. There is a range of large equipment and small equipment for children to use. Aspects of physical development provide some good opportunities to encourage children's personal skills. For example, a group of boys and girls worked very well to build pathways and bridges with large equipment. They shared the equipment well and took turns sensibly.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Activities to develop children's imaginative play in the nursery are proving successful.
- Sometimes intervention from adults in the Reception class is too infrequent to ensure that children get the very best from the activities on offer.

Commentary

38. Standards are below those expected by the end of the Reception year; children's achievements are satisfactory. Teaching is satisfactory in both the nursery and the Reception class. There are plenty of opportunities for children to develop their imaginative play in the nursery. The range of activities is exciting and captures the children's interest and this shows in the way they concentrate and work, either on their own or with others, for extended periods. Children have the opportunity to explore colours and textures through painting and drawing. The children particularly enjoy the music and movement corner, an initiative introduced following visits to other nurseries locally; they respond well to the music and explore the sounds that musical instruments make. Adults take a good lead, helping

children to explore large body movements and encouraging them to take part. In the Reception class, some interesting activities to develop imaginative play lose their impact because children are left too much on their own to explore the tasks. This leads to some aimless flitting and children not getting the best from the activities. At these times, adults do not do enough to encourage talk or to help the children develop their ideas further.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are improving in Years 1 and 2; by comparison standards in writing of the oldest pupils are not high enough.
- The quality of teaching and learning in Years 1 and 2 is good but unsatisfactory in Years 5 and 6.
- Pupils have good listening skills and pupils in Years 1 and 2 achieve well in reading.
- Leadership and management of English are good but have not yet had time to impact fully in the older year groups.
- There is limited use of reading and writing skills in other subjects.

Commentary

39. Standards in the Years 1 and 2 are similar to those found at the last inspection and pupils reach the levels expected for their age. The standards reached by Year 6 have fallen since the last inspection and continue to be below average. Pupils in Years 1 and 2 achieve well; teaching and learning are good. Pupils in Years 3 to 6 achieve satisfactorily over time but teaching and learning are unsatisfactory due to weaknesses in Years 5 and 6. Pupils with special educational needs are well supported.
40. Improving writing skills for all pupils is a high priority in the school. This has proved to be particularly successful in Years 1 and 2, where teachers have embraced new ideas and work effectively to motivate pupils, especially the boys. As a result, pupils in Years 1 and 2 develop their ideas successfully. They sequence sentences logically showing a good understanding of how to structure their writing. They sometimes use words to gain the attention of the reader. There has been a particular focus on boys' writing with the school implementing the 'Excite to Write' project and establishing an Easter school designed specifically to improve the writing skills of older boys. In spite of this the standards of writing by Year 6 remain below average. This is largely due to unsatisfactory teaching of the pupils in Years 5 and 6. This is because planning does not always cater for pupils of different abilities. This results in pupils of higher ability, in particular, not always having challenging enough tasks to progress quickly. By Year 6 pupils have experienced a variety of different writing styles and know how to adapt their own writing appropriately.
41. Throughout the school, new spellings are taught regularly and care is taken to develop pupils' spelling skills and pupils do well. The standard of handwriting is variable and pupils use a mixture of printing and joined script; the handwriting policy is still not reflected throughout the school.
42. The quality of pupils' speaking and listening skills in Years 1 and 2 is improving rapidly and this is enabling other aspects of English to develop well. For example, pupils were very keen to share with others how they had made a moving picture during a design and technology lesson. These ideas were drawn together effectively by the class teacher to develop a set of written instructions. Good levels of adult support, in both whole class and group work, provide opportunities for pupils to express and extend their ideas. Relationships are good and adults

value pupils' comments and make sure others do too. As a result, pupils begin to develop the confidence to take part in discussions. In Years 3 to 6, pupils are expected to listen hard throughout lessons. This ensures that they focus on the task and understand what they need to do to succeed. Although the pupils in Years 5 and 6 make satisfactory progress in their speaking skills they do not always have the opportunity to engage in prolonged discussions or speak within a larger group. This situation is beginning to change as pupils speak out during 'circle time' and the elected members of the recently established school council have the opportunity to discuss issues with a wider audience.

43. By the end of Year 2, pupils achieve well and reach satisfactory standards in their reading. Teachers build effectively on pupils' previous skills with particular emphasis on reading clearly and fluently. Pupils know the difference between fiction and non-fiction books and use the contents' page with increasing confidence. Older pupils make satisfactory progress in their reading and by Year 6 reach the standards expected for their age. They use their voices expressively to emphasis the meaning for the listener. They are aware that using punctuation correctly also helps to ensure meaning and to add emphasis to moments of suspense. Pupils throughout the school are familiar with the school library and choose books to share with their family. Parents hear their children read at home and this supports their learning at school.
44. The leadership and management of the subject have improved recently and are now good. The subject leader has a clear view of what needs to be done and has worked hard to give the subject a high profile in school. The systems for checking how well pupils are doing are fully in place and standards in the younger classes are beginning to rise.

Language and literacy across the curriculum

45. Literacy skills are not used satisfactorily to support pupils' progress in other subjects, particularly for the oldest pupils. Teachers encourage pupils to use their speaking and listening skills, and introduce specialist vocabulary. However, the overuse of worksheets in a number of subjects means that pupils do not use their reading skills sufficiently to follow their own enquiries and discover things for themselves. Pupils do not write enough in subjects such as science, geography and history.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2; they are challenged to do well.
- Numeracy skills are not used well enough in other subjects, particularly in the oldest class; standards by Year 6 should be higher.
- Pupils find activities interesting and fun, but sometimes teaching does not use time effectively and some instructions for pupils are unclear.

Commentary

46. Standards by Year 2 are average and below average by Year 6. Pupils' achievements are satisfactory in Years 3 to 6 and good in Years 1 and 2. Teaching is satisfactory overall; it is good in Years 1 and 2.
47. In Years 1 and 2, teachers prepare activities that meet the needs of the different groups within the class effectively. Higher attaining pupils have tasks that encourage them to solve mathematical problems and to work with increasingly larger numbers. Their work shows that they are really taking off and they confidently work with numbers, taking a pride in their achievements. Teaching is systematic and this ensures that pupils build effectively on what

they have learned before. Lower attaining pupils and those with special educational needs receive good support and this ensures that they are fully involved in lessons and do as well as their classmates. Adults' support and their timely interventions ensure that these pupils grow in confidence and become increasingly independent. The efforts to raise the quality of teaching in numeracy and improve pupils' achievements are proving more successful in Years 1 to 4 than in Years 5 and 6. This is mainly as a result of the more precise matching of tasks to pupils' needs in Years 1 to 4 than in Years 5 and 6. The subject leader, supported by the headteacher and the local education authority, has analysed test results and focused on improving mental mathematics strategies. Teachers have embraced the guidance and, over the past three years, the school's own data shows improvements in pupils' achievement.

48. In Years 3 to 6, pupils with special educational needs receive good support from ECOs and this allows them to be included as much as possible. Pupils with behavioural difficulties are guided well and they respond well to adults. Girls in the oldest class tend to be passive in discussions and boys take the lead in answering questions; teaching does not do enough to involve girls in these situations. Questioning does not always target the different groups within the class to check their understanding and this leads to higher attaining pupils not being challenged as much as they should be. By comparison, in Years 3 and 4, activities such as 'finding the missing number' encourage pupils to use their mathematical understanding to pose questions for their classmates, giving as few clues as possible whilst still keeping up the challenge by not providing clues that are too easy.
49. Pupils find most of their mathematical activities interesting and teachers set out to make learning fun. This ensures that pupils develop positive attitudes towards their work. However, when activities go on for too long the pupils' interest wanes and learning is not as effective as it could be. In addition, worksheets that have unclear instructions confuse pupils and they do not achieve their potential in group work without support from others.

Mathematics across the curriculum

50. The overuse of worksheets in some subjects, such as science, reduces the opportunities for pupils to use and apply their mathematical skills, knowledge and understanding. This is particularly evident in the oldest class where teaching tends to over-direct pupils, giving few opportunities for pupils to make their own decisions. Generally, mathematics is more evident in use in ICT than in other subjects; more should be done to capitalise on opportunities to use mathematical skills in subjects such as design and technology and geography.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils' achievement in Years 1 and 2 is good but standards are not high enough by Year 6; pupils underachieve in Years 5 and 6.
- Skills of investigation are not secure enough by Year 6.
- Teaching is good in Years 1 and 2 but unsatisfactory in Years 5 and 6.
- The overuse of worksheets limits the opportunities for pupils to develop their ICT, reading, writing and number skills in science work.

Commentary

51. By Year 2, standards in science are satisfactory and pupils' achievement is good. Pupils build well on the early scientific experiences made in the Foundation Stage. By Year 6, standards in science are well below those expected and pupils' achievement is unsatisfactory. Although the standards by Year 2 are built on and extended in Years 3 and 4, there is a decline in standards amongst older pupils in Years 5 and 6. Pupils in all other

classes carry out practical investigative work but pupils in Years 5 and 6 get little opportunity to plan and carry out their own scientific investigations and there are limited opportunities for extended scientific writing due to the overuse of worksheets for recording. Pupils with special educational needs in Years 1 and 2 make the same progress as their classmates because they are well supported. In other year groups their achievements are not as secure because they too have little chance to test out their ideas and so strengthen their scientific knowledge and understanding.

52. The quality of teaching is good in Years 1 and 2; resources are thoroughly prepared and, as a result, pupils have ready access to the materials and the equipment they will need and this speeds their learning. Higher attaining pupils are challenged and pupils with special educational needs are supported well by the experienced ECO. Activities are well planned and linked to a variety of learning styles, and enthusiastic teaching supports all groups of pupils effectively. Pupils know what they are going to learn because the teachers clearly explain the purpose of the lesson. Work is set at different levels to meet the needs of all pupils, with support available for those who need it most. Pupils are kept interested in these lessons because of the brisk pace. Teachers have sound subject knowledge and an understanding of scientific investigation. By comparison, scientific explanations in Years 5 and 6 lacked clarity; it was unclear what the different groups were expected to learn and activities were over-directed. These weaknesses gave rise to pupils misunderstanding what they should be learning. There was little to challenge the higher attaining pupils; the use of worksheets limited their scientific writing.
53. Pupils are encouraged to develop social skills by working with groups or partners. Most teachers' subject knowledge is secure and there is an emphasis placed on developing vocabulary. For example, Year 1 and 2 pupils can talk confidently about 'fair testing' but older pupils seemed less sure in their understanding of words such as 'method' and 'prediction'. Most teachers relate well to their pupils and encourage moral development by their expectations of good behaviour.
54. In Years 1 and 2 and sometimes in Years 3 and 4, teachers develop literacy and numeracy strategies in science because they provide satisfactory opportunities for pupils to read, measure and record but there is limited use of ICT in the subject for research and recording. There is scope here for further development. A positive feature of the science curriculum is the enrichment offered by visits and visitors and some use of the pond in the school grounds to observe physical changes in the life cycle of plants and animals.
55. The development of the role of the subject co-ordinator is at an early stage. Whilst she has undergone training in subject leadership she has little time at present to become familiar with the quality of teaching and learning throughout the school. The emphasis on literacy and numeracy has resulted in science not coming on line for development until this year. As a result, even though some useful analysis of test results has helped her identify areas for future development in the subject, weaknesses persist such as the overuse of worksheets to record pupils' work and in teaching investigative skills, particularly in the oldest year groups.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils are developing secure skills in ICT through well-focused teaching in small group work.
- There are not enough chances for pupils in the oldest class to use ICT to support their work in other subjects.
- Pupils enjoy ICT and work well together.

Commentary

56. Since the last inspection, the drive to improve standards and pupils' achievements has proved successful. The subject manager has been ably supported by the headteacher and carries out her responsibilities satisfactorily. Standards are in line with expectations by Year 2 but lower than expected by Year 6; pupils' achievements are satisfactory overall. In the younger year groups, pupils are confident in using programs, editing their work and entering data to make pictograms and charts. They have a clear understanding of how ICT supports the world of work and makes life easier, for example, by calculating shopping totals and giving people access to money from cash machines. Pupils in Years 3 to 6 know how to log onto computers, open programs and save their work. Pupils talk clearly about the different programs they have used and how they have helped them to calculate totals quickly and present their work neatly. The improvement in ICT is working its way through the school with younger pupils having a better understanding of ICT than the older pupils. Generally, pupils in the oldest class have a limited understanding of how ICT can speed tasks within industry and business and how it can support their learning more effectively. When working in pairs or small groups, pupils show an enthusiasm for their work. They share equipment sensibly and value the efforts of their classmates. This enthusiasm and co-operation ensure that pupils work with purpose. Sometimes time is not used as well as it might be when planning is not clear about what the different groups of pupils should learn. This leads to the higher attaining pupils marking time and not achieving as much as they could in the lesson.

Information and communication technology across the curriculum

57. ICT is integrated satisfactorily into other curriculum areas, most notably mathematics and English. Pupils in most classes use ICT on a regular basis, not only in small group work in the library but also in the classroom. Sometimes the overuse of worksheets in subjects, such as science, limits the chances for pupils to fully integrate ICT into their work. Pupils in the oldest class do not have enough opportunities to use ICT on a regular basis and to make choices about what programs or equipment might support their learning further.

HUMANITIES

No lessons were seen in **history** and **geography** and only a limited amount of pupils' work was available. Therefore, it is not possible to make an overall judgement about provision in these subjects.

58. Teachers cater for the mixed-age classes well by planning lessons over a two-year cycle to ensure that pupils cover new work each year. However, it is evident from pupils' work and through discussions with pupils that teachers do not plan sufficient opportunities for pupils to use their numeracy skills in geography when working with maps, or their literacy skills in history by writing their own views of historical events. Teachers plan visits to interesting places to support pupils' work in geography. For example, a visit to the nearby Cresswell Crags enables pupils to understand the human and physical features of their local area. From discussions with pupils, it is apparent that they enjoy their history lessons. For instance, pupils in Year 2 enthusiastically recall how different life is for them compared to children's lives in the past.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education contributes well to pupils' personal and social development.
- There are missed opportunities for pupils to record their work in writing.

Commentary

59. Standards in Year 2 and Year 6 are similar to those found at the last inspection and pupils reach the standards expected in the locally agreed syllabus. Pupils throughout the school study the major world faiths of Christianity, Hinduism and Islam. By the end of Year 2, pupils know a range of stories from the Bible. They know that Bible stories sometimes give us important messages about how to live our lives. For instance, pupils were able to retell the story of the 'house built on the rock' and discuss the message Jesus was giving. They develop a sound understanding of the events surrounding the birth of Jesus. They are aware that festivals and celebrations have a major role in many faiths and that eating certain food during this time is a prominent part of the celebration.
60. By Year 6, pupils gain a deeper understanding of Christianity and the significance of Christmas and Easter. They recognise how important signs and symbols are to followers of all religions and in particular the significance of the cross in the Christian faith. They know that the Bible is a collection of different books and that some of these books contain messages that are relevant to the lives of Christians today. For example, pupils understand the need for rules so that we can live in an ordered society and they appreciate the importance of the 'Ten Commandments' even though they were written so long ago. Pupils study the Hindu faith and look at the similarities to and differences from Christianity. They know the story of Diwali and that it is an important festival to people who follow the Hindu faith. However, pupils have no opportunities at present to meet or make contact with members of other religious groups.
61. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject and their planning sets out clearly what pupils are expected to learn. However, teachers do not plan sufficient opportunities for pupils to practise their writing skills through recording their knowledge and understanding. The subject leader satisfactorily manages religious education; he checks that sufficient resources are available to teach the locally agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only two lessons were seen in **physical education** and one in **music**. No lessons were seen in **design and technology** or **art and design**. Inspectors talked with pupils from all classes about these subjects and looked at pupils' work from last year, where this was available. It is not possible to judge the overall quality of provision from the limited evidence available.

62. It is evident from the displays around the school and from discussions with pupils that work planned in **art and design** covers the necessary programme of study and that pupils enjoy their art work. Years 1 and 2 pupils have studied work of famous artists, such as Picasso and Van Gogh, in order to provide them with ideas of how to use colour, tone and texture to improve their work. Older pupils have experience of three-dimensional modelling work with salt dough, and working with primary and secondary colours. With these older pupils, there is little evidence of the systematic teaching of skills whilst younger pupils have been taught colour mixing skills as well as brush stroke work.
63. In **design and technology**, pupils could recall some of their past and present work. Years 1 and 2 pupils had made model houses. They understand the idea of drawing a plan before starting work and know how the original plan can be modified to improve their models. Years 3 and 4 pupils are involved in work on packaging and are looking at its purpose and design before they begin to make a product. The oldest pupils have made musical instruments but there has been limited scope for them to design and evaluate the finished products. Individuality in their designs has been kept largely to pupils decorating their models. The use of government guidance now ensures progressive development of skills; this is an improvement on the findings of the last inspection.

64. In **music**, pupils were only observed in the Years 3 and 4 class although all the juniors were heard singing in assembly where their enthusiasm was apparent. Younger pupils are given opportunity to play simple instruments. They enjoy singing and know some subject-specific vocabulary such as 'loud', 'soft', 'long' and 'short'. Pupils in Years 3 and 4 worked on a Chinese creation story, which they also used in dance. They used instruments to create their own accompaniment and, in the observed lesson, were able to understand a four-beat rhythm. Pupils in Year 5 and 6 have limited musical opportunities although they can sing in a round. This satisfactory picture has been maintained since the last inspection.
65. In **physical education**, the size of the school hall limits pupils' movement, especially with the oldest pupils. However, most staff work hard to make their lessons interesting and enjoyable. In the lessons seen, pupils moved confidently and reacted well to instructions. Teachers provide clear explanations and so pupils know what is expected of them. Older pupils go swimming each week for one term and have a weekly physical education lesson. Pupils create movement sequences and evaluate each other's performances. All pupils enjoy their physical education lessons.
66. After-school activities also support pupils' learning in the creative, aesthetic, practical and physical subjects. Football coaching is taken by an outside provider whilst recorder groups are taken at lunchtime by staff. Older pupils undertake a residential experience where they enjoy outdoor and adventurous activities and the positive play initiative helps pupils to develop the skills to work and play together effectively. Leadership in these subject areas is limited because of the small number of teaching staff and other duties across school. There is an understanding of the need for systematic monitoring of teaching and learning throughout the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHEC)

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The planned opportunities for pupils to share their thoughts and feelings are good.
- The positive playroom and nurture club help pupils with special educational needs to develop their personal skills successfully.
- Pupils' moral and social development is supported well through the programme for PSHEC.

Commentary

67. During circle time pupils have some good chances to express their views and listen to others. These sessions are handled sensitively and pupils like the chance to talk about things they feel are important. Circle time takes place weekly and pupils feel free to enter into the session or take no active part dependent on their feelings at the time. The recently formed school council is welcomed by pupils; they feel they are being given the opportunity to play an important part in the life of the school, helping with decisions and giving voice to their particular needs or desires.
68. For pupils with special educational needs, the positive playroom and nurture club provide a chance for them to express their thoughts and feelings within a smaller group or on a one-to-one basis with a trusted adult. The work undertaken ensures that these pupils learn to take notice of the needs of others, develop control of their behaviour and develop personal skills that help them to be fully integrated in class work. For pupils with statements of special educational need, these activities are proving particularly successful.
69. The PSHEC programme further supports aspects of pupils' moral and social development by helping them to be fully aware of being part of a community and the need to be aware of the

impact of their actions on others. It helps to build pupils' self-esteem by making them feel valued and that their views are important.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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