

INSPECTION REPORT

MARSTON MONTGOMERY PRIMARY SCHOOL

Marston Montgomery, Ashbourne

LEA area: Derbyshire

Unique reference number: 112589

Headteacher: Mrs Judith Brown

Lead inspector: Mr Sean O'Toole

Dates of inspection: 17th – 19th November 2003

Inspection number: 256862

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 – 11 years
Gender of pupils:	Mixed
Number on roll:	57
School address:	Thurvaston Road Marston Montgomery Ashbourne
Postcode:	DE6 2FF
Telephone number:	01889 590373
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ken Bull
Date of previous inspection:	4 th May 1998

CHARACTERISTICS OF THE SCHOOL

The school is located in Marston Montgomery, near Ashbourne and draws its pupils from the village, Cubley and the surrounding area. With 57 pupils (22 girls and 35 boys), it is much smaller than most primary schools. Seven children are in the Foundation Stage (the reception class), the majority of whom benefited from some pre-school educational experience and started school with skills, knowledge and understanding generally in advance of most pupils of their age. Currently all pupils are of white British heritage and most come from backgrounds which are above average socio-economically. Very few pupils are entitled to free school meals. A fifth of pupils have special educational needs, which is about average, and no pupil has a statement of special educational need. Since the previous inspection there has been a new headteacher, the school has achieved Investors in People status and has become involved in the Healthy Schools Initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20891	Sean O'Toole	Lead inspector	Special educational needs; Mathematics; Science; Information and communication technology; Design and technology; Art and design; Religious education.
14178	Patricia Willman	Lay inspector	
22509	Gail Cowmeadow	Team inspector	Foundation Stage curriculum; English; Geography; History; Music; Physical education.

The inspection contractor was :

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

In this **effective school**, good teaching and leadership and management provide an inclusive education that meets the needs of pupils well. The school offers good value for money.

The school's main strengths and weaknesses are:

- Pupils of all abilities achieve well and are very successful in national tests
- Teaching and learning are good with some very good features
- The very good curriculum provides many rich and challenging opportunities
- The pupils' very positive behaviour and attitudes contribute much to making the school a purposeful and happy community
- The school benefits from enthusiastic leadership, very good teamwork and is managed well
- More work is needed on tracking pupils' performance and setting targets
- Some aspects of pupils' writing could be better

Improvement since the last inspection in May 1998 has been very good. The issues raised in the previous inspection report have been tackled very well and staff have worked successfully to raise standards. Teaching and learning are much more consistent. Leadership and management have improved and there is a clear and shared understanding of how to further improve the quality of education. Staff and governors clearly understand the school's strengths and weaknesses and have very good potential for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A	B	B	C
Mathematics	A*	B	A*	A
Science	A*	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.*

Children in the Foundation Stage make good progress and achieve well. Most are on course to exceed the expected goals for their age in personal, social and emotional development and communication, language and literacy and mathematical development. National test results and inspection evidence show that standards at the end of Year 2 are well above average in reading and mathematics and among the top five per cent of schools in writing. When compared with schools in similar contexts standards are well above average in reading and writing and above average in mathematics. Overall, test results have risen over the last three years with most gains in reading and writing and average improvement in mathematics. Pupils in Years 1 and 2 achieve well. Test results at the end of Year 6 show much variation from year to year and, since 2000, results in mathematics and science have improved well but standards in English have fallen annually until 2003 when they began to rise. The fluctuation in English results has been caused by variations between the small cohorts. Inspection evidence shows that standards in mathematics and science are well above average by the end of Year 6 and the pupils achieve very well. Standards in English are rising due to the school's focus on writing and are above average overall; pupils achieve well but could do even better in writing. The school makes good use of data to set challenging targets and is on course to meet them.

Progress and achievement for the different groups of pupils are good. Although there are variations in the performance of boys and girls in the national tests, inspection evidence shows that both groups make the same progress. Pupils with special educational needs make good progress and achieve well. Through good support and well crafted individual education plans the staff measure these pupils' progress towards their targets and intervene effectively. The school makes

very good provision for gifted and talented pupils and they achieve very well, especially in mathematics. More able pupils are challenged sufficiently and learn effectively, although they could do better in English. The limited evidence seen in other subjects indicates that pupils' achievement in religious education, ICT, art and design, physical education and history is good.

The school has a very positive ethos and staff awareness of the needs of individuals is high. The school makes **very good provision for pupils' spiritual, moral, social and cultural** work. Pupils form very effective relationships and take responsibility very seriously; their behaviour and attitudes are mostly very good. Absence is rare; attendance is very good, being well above the national average.

QUALITY OF EDUCATION

The school provides good quality of education. Teaching and learning are good with some very good features. Lessons are planned well and the staff have a good understanding of the subjects and how pupils learn. They make lessons interesting and are especially good at teaching mathematics. Staff and pupils relate very well to each other and there are very few behavioural problems. The teaching of English is good, but marking is not linked sharply enough to target setting. Teaching in the Foundation Stage is good, although cramped accommodation hampers some activities. Throughout the school, pupils listen well and work hard. They enjoy homework, particularly practical projects. The good curriculum enthuses the pupils. The good range of extra-curricular activities, visits and visitors add much to learning. This very caring school contributes much to the community and is supported very well by parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides strong leadership and is supported very well by a strong team of committed staff and governors. Management is good and effective systems ensure that the school runs smoothly. Careful analysis of the school's results and the development plan provides clear direction on further improvement. There is an effective programme of monitoring teaching and learning, and staff share responsibilities for developing subjects. Administrative systems are very efficient. Governance is good and all statutory requirements are met. The headteacher and governors make very good use of available funds and carefully consider best value when purchasing supplies and services.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents speak highly of the school and raised no substantial issues. The pupils enjoy school very much.

IMPROVEMENTS NEEDED

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

- Further improve pupils' writing skills
- Make better use of marking and target setting

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Throughout the school pupils of all abilities achieve well. Standards in English are above the national average and well above in mathematics and science. There has been mostly good improvement in national test results since the previous inspection.

Main strengths and weaknesses

- Standards in reading and science are well above average
- Standards in reading at the end of Year 2 and mathematics at the end of Year 6 are among the top five per cent of schools
- Pupils with special educational needs achieve well
- More able pupils should achieve better standards in writing

Commentary

1. Almost all children start school with some pre-school educational experience and arrive with skills, knowledge and understanding generally in advance of those of a similar age. They settle quickly into the school's routines, working confidently and competently alongside pupils in Years 1 and 2. They make good progress and achieve well because the curriculum is matched to their needs and the teaching is good. By the end of the reception year almost all achieve the expected goals for their age in personal, social and emotional development, communication, language and literacy, mathematical development and knowledge and understanding of the world. Most are on target to exceed the early learning goals and all children are prepared very well for the next stage in their education. The restricted accommodation hampers some opportunities for children in creative and physical development.
2. Pupils of all abilities make good progress in their learning. Those with special educational needs are identified early and good levels of support are provided. Their individual education plans are well crafted and staff make good use of them to plan lessons with the right amount of challenge and support. The staff clearly identify and support gifted and talented pupils and this is especially effective in promoting pupils' mathematical prowess. More able pupils are given good levels of challenge in most subjects and especially in practical subjects such as science and design and technology where there are very good opportunities to extend learning at home through demanding tasks. However, the more able are not sufficiently challenged in some English lessons.
3. Achievement is good in Years 1 to 6 and standards are sufficiently high. The 2003 national tests results for Year 2 inspection evidence show that standards in reading and mathematics are well above average and are among the top five per cent of schools in writing. Comparisons with schools in similar contexts show that standards are well above average in reading and writing and above average in mathematics. The school has maintained these impressive results for the last three years. Although there are some variations in the performance of boys and girls there are no marked differences given the very small numbers of pupils involved. Inspection evidence and national tests results at the end of Year 6 in 2003 show that standards are above average in English, well above in science and among the top five per cent of schools in mathematics. When compared with similar schools, standards in English are average and well above average in mathematics and science. Over the last four years standards in mathematics and science have improved well. Standards in English declined until 2003 when they began to rise but more remains to be done to raise the level of pupils' attainment to that in mathematics and science. One reason for the difference in performance in the subjects is the more limited challenge for more able pupils in English. The school has identified this weakness, has begun to tackle it through more focused teaching and standards are improving steadily. The school sets realistic and challenging targets and is on course to achieve them.

- Achievement in the other subjects seen during the inspection was good. Pupils make good progress in physical education lessons and produce some imaginative movements in dance. Their work shows good achievement in art and design with imaginative use of a variety of techniques and media. Pupils achieve well in the work seen in religious education and have a secure knowledge of the major religions and a good awareness of the importance of religion in some people's lives. The standards attained in ICT are average; pupils make good use of computers to support their work in other subjects. Pupils in Years 1 and 2 achieve well in developing their understanding of history and geography through the use of local studies. Recent changes in organisation in Years 3 to 6 have meant much more focused teaching of history and geography and pupils are now achieving well and attaining average standards.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to their learning. They enjoy coming to school and respond well to the very good promotion of spiritual, moral, social and cultural values by the school. As a result, their behaviour and personal development are very good overall. Attendance is much better than in most primary schools and is very good. These aspects of the school's work have improved since the previous inspection.

Main strengths and weaknesses

- Pupils participate with enthusiasm in the educational and personal opportunities provided
- Relationships between pupils and between pupils and staff are very good
- Pupils clearly understand the difference between right and wrong and are consistently encouraged and praised for making the right choices
- Provision for moral and social development is very good

Commentary

- Because parents place a high value on the work of the school, they ensure that their children attend regularly and on time. Although the school has very good procedures for following-up absence, these are rarely used because parents are very conscientious about notifying the school if their child is absent.
- Pupils' spiritual awareness is promoted well. The school creates opportunities for reflection in assemblies and pupils are encouraged to appreciate the beauty of nature in their artwork, evident in the interesting drawings of seedpods. In religious education lessons they learn about the different values and beliefs that are part of other people's lives and this promotes a good level of understanding and tolerance. The visitors from Chernobyl gave pupils an awareness of the particular difficulties this group experienced and encouraged concern and compassion for those less fortunate than themselves. Moral and social development is very good. Pupils talk enthusiastically about their school. They comment that their lessons are often fun, particularly mathematics. Even though they do not always enjoy homework, they understand that it will help them to achieve better standards.
- Pupils mostly listen well in their lessons and are keen to contribute to discussions. Because teachers always value their ideas, pupils gain in confidence and self-esteem. Many pupils take part in the clubs after school and are proud of their sports teams. The school has very good and effective systems to encourage good behaviour and to ensure that pupils treat others with kindness and respect. As a result, pupils' behaviour throughout the school day is good. In circle time, pupils talk freely about issues that concern them and they learn different ways in which to deal with problems when they arise. There are many opportunities for pupils to be involved in the community life of the school and they respond eagerly, keen to take on responsibility. The school council, for example, meets every two weeks, discusses ideas that their classmates have raised, and make decisions that have a very positive impact on day-to-day life in the school. Their most recent achievement has been to raise funds to buy new playground equipment. Other responsibilities involve monitoring the younger pupils at lunchtime and cleaning up the classroom for afternoon lessons. Pupils willingly carry out these responsibilities and this makes a significant

contribution to their personal development. The day and residential visits are very effective in developing the close and supportive relationships that are a feature of the school community. Because of these very good relationships, pupils have no concerns about bullying and they know that someone will help them if they are unhappy. Cultural development overall is good. Pupils learn about their own culture through many aspects of the curriculum. The visit of Chinese students and enjoyment of African dance provide pupils with good experiences of other cultures.

- The children in the Foundation Stage achieve a very good level in their personal, social and emotional development. They are encouraged to work and play constructively and happily together and learn to make sensible choices. They listen carefully to instructions and try hard to please their teacher and other adults who work with them. They behave well.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.3
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
57

Number of fixed period exclusions	Number of permanent exclusions
0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and learning is good. The school provides a good curriculum, which includes good opportunities for enrichment. This is a very caring school with very good links with parents and the wider community.

Teaching and learning

Pupils benefit from good teaching and are effective learners. Assessment is satisfactory.

Main strengths and weaknesses

- The teaching of basic skills is good and very good in mathematics
- Lessons are planned well to take account of the different age groups
- Teachers have good subject knowledge
- Support staff make a good contribution to learning
- The pupils work hard and enjoy learning
- More able pupils are not challenged enough in some English lessons
- There is very good support for gifted and talented pupils in mathematics
- Marking does not guide pupils sufficiently on how to improve

Commentary

- The monitoring of teaching and learning has led to improvements since the previous inspection. The teachers and support staff know the pupils well and have very good relationships with them, which contribute to calm and purposeful lessons. Pupils are keen to please their teachers and

work hard. They are well motivated and mostly take pride in presenting their work well although this could be better in Years 1 and 2. The pupils are enthusiastic about lessons and often comment at playtimes how much they are looking forward to the next session. This is particularly the case in mathematics and science. The pupils' positive attitudes to learning spill over into their enthusiasm for homework. The staff set regular homework and this is often made interesting through projects such as designing games and models involving much involvement of parents with their children's learning. Pupils respond very well to these challenges and homework has a significant impact on achievement. Pupils and their parents comment very positively about the quality of teaching in the school.

10. The teacher of reception children also teaches Years 1 and 2 and successfully balances the needs of the different groups and ages. This is made easier by the support provided through the classroom assistant who has very good understanding of how children learn. The teaching in the Foundation Stage is good. Planning is thorough and is linked to the areas of learning with good opportunities for brighter children to work alongside older pupils when appropriate. The Foundation Stage staff ensure that children settle very quickly and focus strongly on the children's personal, social and emotional development, giving them good opportunities to make choices, work in different sizes of groups and develop independent skills. There is a good balance between practical work and exploring through play and opportunities for more formal experiences. The teaching of communication, language and literacy and mathematical development is good. The staff make good use of resources to bring lessons to life and the children are eager learners because staff explain ideas clearly and provide good individual support. Staff have a thorough knowledge of the areas of learning and how young children learn and track their progress, identifying any particularly bright children or those who struggle. They then match work to the children's needs.
11. Throughout Years 1 to 6 the teaching of English is good. There is a good balance between developing basic skills and opportunities for pupils to apply what they have learned to other subjects. For example, research and library skills are used well in history, geography and religious education. Teachers have good subject knowledge and adapt the National Literacy Strategy well to the needs of pupils in mixed age classes. Spelling, grammar and punctuation are regularly practised and the school has increased opportunities for creative writing in order to raise standards. Although expectations are good in Years 3 to 6 there is insufficient insistence on good presentation by pupils in Years 1 and 2. Marking is accurate and often includes positive comments but there is not a close enough link between target setting and guidance on what the pupils should do to improve.
12. The teaching of mathematics is very good because teachers have very good subject knowledge and plan lessons with good pace that builds quickly on previous learning. This very good teaching enables pupils of all abilities to achieve very successfully. There is a good balance between mental and written work and the tasks set are very challenging. Very good attention is given to gifted and talented pupils and support for those with special educational needs is well focused. There is very good teaching of science which is rooted in practical work. Pupils are taught very well how to plan, carry out and record their investigations. Good use is made of ICT to enhance the teaching of science and pupils are able to watch a variety of complex experiments so that they are equipped to carry out their own investigations. In all subjects the teachers emphasise the correct use of technical vocabulary and encourage the pupils to use it. The teaching of ICT is good and pupils are enthusiastic learners. They work hard and follow instructions carefully. The staff have good subject knowledge of ICT, enhanced through the support provided of a specialist teacher.
13. Support staff make a significant impact on the pupils' learning. They are clear about their roles and responsibilities and take a full part in lessons. Their contribution helps to make lessons inclusive. For example, the good support of pupils with special educational needs enables them to take a full part in lessons. Staff make good use of individual education plans to plan work that is matched to the pupils' targets. There are regular reviews of the pupils' progress. With wide variations in the number of boys and girls in each class and the spread of age and ability the staff are very aware of using different methods to motivate the groups. They ask well focused

questions which are skilfully crafted to involve individuals at the right level. The school has satisfactory systems for assessing pupils and teachers ensure that worked is marked correctly. They often reward the pupils with positive comments. Although there are targets for some pupils, they tend to be too general and little reference is made to them when marking work so that pupils are not always clear about what they need to do to improve.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	12	2	0	0	0

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

The curriculum

The school provides very positive experiences for the pupils through its good curriculum. There are good opportunities for enrichment. The school has mostly good resources and an appropriate number of well qualified staff. The accommodation is much improved.

Main strengths and weaknesses

- The curriculum contributes much to pupils' achievement in English, mathematics and science
- Good links are made between subjects
- The staff work hard to ensure that all pupils are included
- There is good provision for personal, social and health education
- The accommodation for reception children restricts some activities

Commentary

14. This is a very inclusive school, reflected through the interesting and worthwhile opportunities it provides. All subjects of the National Curriculum and religious education are taught and the curriculum is well balanced and broad. This is an improvement since the previous inspection. The curriculum is sufficiently challenging and is enhanced with many activities beyond the school which enliven opportunities for learning. Both these factors have a good impact on achievement. The school is also conscious of its rural location and the backgrounds of the pupils and work is appropriately linked to topics such as farming and the environment. The curriculum has a beneficial impact on the pupils' emotional and academic well being and prepares them well for secondary school.
15. The curriculum in the Foundation Stage is good. The staff work hard to develop the children's personal, social and emotional skills and the strong focus on communication, language and literacy equips them well for the next stage of their education. A restriction on the curriculum for the Foundation Stage is the limited space, which hampers some aspects of creative and physical development.
16. All staff have a very good commitment to inclusion. The individual pastoral needs of pupils are met very well and the school provides good opportunities through its programme of personal, social and health education to develop pupils' self awareness and their roles and responsibilities in society. Although the pupils come from white UK heritage backgrounds the school effectively prepares pupils for life in a culturally diverse society and through the curriculum reflects local, national and international customs and traditions. The staff work hard to provide good levels of support for pupils. Those with special educational needs have well crafted individual education plans and receive good levels of adult guidance. The good provision for special educational needs fully meets statutory requirements. Support staff working alongside these pupils are well trained and teachers make good efforts to set tasks which enable the pupils to take a full part in lessons. The school makes very good provision for gifted and talented pupils in mathematics, drawing on resources and expertise from beyond the school.

17. The staff provide a good range of extra-curricular activities including sport and the arts and the popular after school club also provides opportunities for developing pupils' personal skills. Pupils achieve success in competition against other schools. Opportunities such as working with other schools and involvement in science and art fairs contribute effectively to achievement. Staff give generously of their time and skills. The curriculum is also enriched by a good variety of visits and visitors. These opportunities broaden pupils' horizons and help them to appreciate the similarities and differences between town and country life. Pupils value these trips and talk positively about how they have contributed to their learning.
18. The staffing levels are appropriate for this size of school and the recent addition of more support staff is having a beneficial impact on pupils' achievement. Staff are well qualified and those new to the profession are supported effectively. There is a good programme of training linked to the school's priorities and staff share their expertise willingly. A real benefit to the school is the link with other schools and the arrangements for specialist teaching of ICT. The sharing of resources with other local schools is mutually beneficial and permits the purchase of expensive resources. The effective co-operation between teachers and support staff has a very positive impact on learning and is especially evident in the Foundation Stage. The accommodation is satisfactory overall and the recent addition of a new block has enabled the school to improve its provision in several subjects including physical education and ICT. However, the space for reception children is cramped and does hamper some opportunities in creative and physical development. The school has built up resources in recent years and has a good range of books and materials to support all aspects of learning.

Care, guidance and support

All pupils are very well cared for in this school. Staff know them well and this ensures that each individual has access to good support and guidance. Pupils' views are sought both formally and informally and this has a very good impact on the life of the school community. The quality of this provision has been maintained well since the last inspection.

Main strengths and weaknesses

- The kindness and commitment of all staff ensure that parents and pupils feel confident that any problems will be handled fairly and effectively
- The personal support and guidance for each individual is of high quality

Commentary

19. The school is a clean and bright environment and there is a good awareness of health and safety issues. Whilst the statutory requirement for risk assessment is met, the collation and recording of the process is insufficiently rigorous. The headteacher is responsible for child protection issues and staff understand the procedures to follow if concerned about a pupil. The school's good provision for health education contributes well to pupils' personal, social and emotional development.
20. Because of the very good relationships at all levels in the school, pupils trust their teachers and know that they will help them if they are unhappy or worried about something. Personal, social and health education lessons provide good opportunities for teachers to monitor and support pupils' personal development and to identify any specific issues that may be troubling them. Educational support and guidance for individual pupils is good in many areas. Teachers know pupils well. Pupils comment that their teachers always make sure that they understand what is expected of them in their work and they are never made to feel stupid if they ask for more help. The climate of mutual respect between the staff and pupils facilitates open communication and the ability for staff to support and guide each pupil as appropriate. There are very good induction procedures for new arrivals, which enable both parents and children to be confident of the high standard of care provided by the school. Through the school council and the "listening" and "suggestion" boxes, pupils are involved very well in school life. Their ideas are valued and their

organising and fund raising work have a very positive impact on the quality of the school community.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and links with the community and other schools are very good. This is an improvement since the last inspection and has a very beneficial impact on the achievement of the pupils.

Main strengths and weaknesses

- Parents have very positive views about the work of the school
- Parents respond very well to the many opportunities the school provides for them to be involved in the learning of their children
- The Friends of the School organisation is very well supported

Commentary

21. The school provides good information for parents through the prospectus, the annual governors' report and the newly introduced newsletters. The annual reports on the progress of children provide some good information about what the children have done, but there is insufficient specific information about how well they are achieving and targets for improvement are not always clearly identified. Consultation evenings are well attended and teachers are always willing to give parents any further information they may require. Parents are formally consulted and their views taken into account in the decision making process. For example, a need for more curriculum information was identified as a result of the last survey and this is now provided. Although the headteacher will always be available to talk to parents if there is a concern, because of her teaching commitment she has allocated a specific hour each week during which she can be contacted by parents over routine matters. Parents are very supportive of the events organised by the Friends and members of the business community generously provide raffle prizes. Parents play an important role in helping and encouraging their children with their homework and this has a very good impact on the standards they achieve.

22. The school is very much a part of the local village community. It provides the facilities for villagers to learn computer skills and the community support for the Auction of Promises helped to raise a large sum of money. The school values the regular support received from the church fund in the purchase of resources. The school has established good systems to ensure effective transfer to secondary education and pupils are prepared well for the next stage of education. Educational links with other primary schools as well as the principle secondary school are very beneficial. Resources are developed and shared and specific subject expertise is available as required.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, ably supported by staff and governors, has contributed much to school improvement since the previous inspection. Leadership of subjects is good and there is effective monitoring of teaching and learning. The good management of the school results in efficient organisation and clarity of purpose. Governance is good and ensures that all statutory requirements are met.

Main strengths and weaknesses

- The headteacher provides a strong sense of direction
- Staff are a responsive team and show much commitment to improvement
- The school's development plan is well focused and based on good self evaluation
- Governors are supportive and challenging

Commentary

23. The parents and pupils hold the staff in high regard and recognise the improvements made since the previous inspection through effective leadership and management. The school's purposeful atmosphere and commitment to inclusion underpin its work. The headteacher and staff are an effective team who work hard to create an environment in which all pupils achieve successfully. Much thought is given to improving the curriculum and staff are keen to improve their own skills through training. There is no sense of complacency; staff are highly committed to providing the best possible education for pupils. This is seen in the hard work and high levels of co-operation between all staff and the success in raising achievement in some significant areas. Given the small number of staff, the rate of improvement since the previous inspection has been very good and there is much potential for further improvement. The leadership of the school has been especially successful in monitoring subjects and teaching and learning and this has led to much greater consistency in developing pupils' skills, knowledge and understanding and raising achievement.
24. Staff share responsibilities for developing the subjects and co-operate very effectively. There is a good understanding of the school's priorities and all contribute successfully to the school development plan. This good document is seen as the guide for improvement, and decisions about spending on training are carefully linked to standards. The governors monitor the school's progress towards its targets and carefully consider the school's needs. An example of the governors' involvement has been the appointment of additional support staff to enable the teaching in Years 3 to 6 to become more focused and geared to the needs of different year groups. This initiative is benefiting pupils especially in subjects such as history and geography.
25. The school is managed well. There has been good use of data to pinpoint trends in attainment and to address any issues arising, such as the variation in performance between English and mathematics in national tests. The next step is to use this information more thoroughly to set individual targets for pupils, especially the more able. The school sets sufficiently challenging targets for performance in national tests and is on course to meet them. The headteacher and staff have a good understanding of the school's strengths and weaknesses and share them with the governors so that decisions about spending can be well focused. Performance management is well established and governors use this as a tool for school improvement. There is good management of the provision for pupils with special educational needs and all statutory requirements are met. Governors oversee this important aspect of school life and the school involves outside agencies when needed. A strength in the provision is the effective deployment of learning assistants to work with pupils with special educational needs.
26. The governors take a well informed interest in the school and are keen supporters. They effectively monitor developments and have a good understanding of the development plan and how to achieve the school's goals. Extensive involvement in recent building work has helped to raise the quality of education provided at the school. The governors fulfil their statutory responsibilities effectively. There are suitable policies to promote inclusion, racial harmony and equal opportunities. The governors are good listeners; they challenge the school but also provide support as needed. A good example is seen in the provision of additional support for the teaching of ICT, which is contributing much to pupils' achievement and the improvement of teachers' skills and understanding.
27. The school's financial systems are robust and effective. There is effective control of spending and governors maintain a small contingency each year. The administration and organisation of the office work very well and result in efficient practice which frees time for the headteacher and other teaching staff to be free from administrative burdens. Effective use of funds over the last few years has helped to ensure that there are no significant shortages of resources. The governors carefully consider the school's educational priorities before committing expenditure, and ensure best value when purchasing supplies and services. The school makes good use of available funds and provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	167,375
Total expenditure	165,657
Expenditure per pupil	2,715

Balances (£)	
Balance from previous year	1,718
Balance carried forward to the next	6,718

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING,

SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Reception year children make a good start to school. Standards of attainment, teaching and learning in the Foundation Stage have all improved since the previous inspection and are now good. A particular strength is the carefully planned introduction to school that establishes strong links with parents. These are valued and built upon throughout the child's time in the school. The youngest children are taught in a mixed aged class alongside pupils in Year 1 and Year 2. At the time of the inspection there were seven reception year children who had been in school for ten weeks. When they start school, their attainment is broadly above average compared to children of a similar age. They achieve well during the reception year and over half are likely to exceed the early learning goals by the end of the year. Teachers and assistants manage children well to create a caring, secure atmosphere. They track and assess children's progress carefully so they can plan the next steps according to individual needs. Parents are actively involved as partners from the beginning. They receive short accounts of each pre-school visit to share with their child and regularly extend learning at home with activities provided by teachers. A well planned curriculum for a mixed age class ensures appropriate experiences for the younger children. The six areas of learning are linked well with opportunities for both teacher directed and child initiated activities. The headteacher leads a strong team of assistants working together towards common purposes. The consistent routines and expectations enhance children's confidence and promote their learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because teaching is consistently good
- Adults provide good role models for positive relationships and behaviour
- Children show high levels of interest and enthusiasm
- Activities sometimes go on too long for reception year children

Commentary

28. Children quickly develop confidence in school because staff support and encourage them sensitively. They relate well to each other, sharing toys and materials happily. The clear and consistent expectations and routines promote good behaviour and personal development. Every opportunity is taken to reinforce good habits and staff make time to help children explore their feelings when things go wrong. For example, snack time was used well to encourage independence and to reinforce good habits when two children, who were clearing up, were encouraged to discuss why they need to wash their hands before eating. Children consistently show high levels of interest and enthusiasm for both teacher directed and self chosen activities. Well planned experiences, pitched at the right level of challenge, capture their attention and help them to listen and concentrate well. However, they are sometimes expected to sit at tables or on the carpet for too long which leads to some physical restlessness and loss of impetus.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- High quality interactions with adults help children achieve high standards when speaking and listening
- Development of reading and writing is carefully planned
- Opportunities to use reading and writing in play are limited

Commentary

29. Reception year children are on course to achieve the early learning goals in this area of learning, and some will exceed them. Most already speak with confidence and listen with good attention. Staff use questions skilfully to help children to think through, explain and extend their ideas. For example, children were very well motivated when the teacher encouraged them to think about what they know about elephants. She extended their development by praising good expression and introducing new vocabulary. She ensured individual needs were met by sensitively giving a child time to explain her ideas in a one to one situation because she was too shy to speak in front of the whole group. The staff have a clear understanding of how to develop early reading and writing skills. Children achieve well because new learning is planned in small steps based firmly on what they already know and can do. They enjoy books and listen attentively when stories are read aloud in the mixed age class. Good teaching promotes good learning such as when the assistant made deliberate mistakes putting a story into sequence which the children spotted with glee. Many of the group link some sounds and letters and more able children are beginning to blend sounds together to build words for reading and writing. All children attempt to write for different purposes and teachers ensure there is no inappropriate pressure by allowing them to choose whether to add writing to their drawings or not. Most are very keen to try and more able children are beginning to write simple sentences. There are insufficient opportunities for children to use reading and writing in some activities, such as the paper and pens for writing letters, lists etc in the role play jungle camp.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers provide challenging activities well matched to children's abilities
- The available space limits mathematical development through creative play.

Commentary

30. Most children are working well towards, or at, the level of the early learning goals for mathematical development and more able children already exceed them. Above average standards are attained and achievement is good because teachers plan challenging activities that help children to understand the next step. The staff make the work interesting and provide every day contexts for mathematical experiences that link well with other areas of learning. For example, children learned to recognise and recreate two and three colour repeating patterns when they designed scarves for "Elmer" the elephant. Most of the group count accurately to 10 and play games that show they can work out one more or one less than numbers up to 5. They confidently use language such as "square", "rectangle", "side" and "corner" when handling shapes. Teachers and assistants make good use of incidental opportunities to reinforce learning. For instance, a child was asked to collect six pencils and, as he counted out only five, was helped to realise that he needed one more by being asked to give them out to the group. Teachers are

aware that more incidental opportunities could be provided if they had better space to spread out creative activities such as sand, water and “small world” toys.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers provide a wide range of interesting activities with good links across the curriculum
- Children have good knowledge and understanding in this area of learning

Commentary

31. A scrutiny of photographic, pictorial and recorded evidence showed that teachers provide a wide range of opportunities for children to develop their knowledge and understanding of the world. They plan carefully to ensure differing needs in a mixed age class are well met and link activities in different areas of learning to make them more meaningful. The children competently find out about their own homes and about homes in the past working well with older pupils in history and geography. Teachers make good use of local resources as when the children went out for an autumn walk to find out what they could see, feel and hear. Visits and visitors enrich this work. Children achieve well because teaching is good. They use their senses to explore and observe and they select the tools and materials they need, for example, to build a home for a hedgehog in autumn. Children know about different materials and explain why wool would be better than metal for Elmer the elephant’s scarf. No opportunities for reception children to use the computers were observed during the inspection.

PHYSICAL AND CREATIVE DEVELOPMENT

It was not possible to see any work in these areas of learning but discussion with staff and scrutiny of resources and displays show that the staff provide good opportunities to develop imagination through role play. Although teachers manage to provide some high quality opportunities for children to use their imagination, such as the jungle camp role play area, the cramped space and lack of access to the outdoor environment limit this type of work. Reception children join the older pupils in their class for physical education lessons including dance, and creative play sessions take place both indoors and outdoors. Resources are satisfactory and include some toys for linking creative and physical development outdoors, but the accommodation is unsatisfactory because space is too limited and there is no access to a designated outdoor area.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards attained in national tests are at least above average and are especially good in reading
- Pupils achieve well, although the more able could do better
- Teaching and learning are good
- Literacy skills are used well in other subjects
- Writing skills are not as well developed as reading

Commentary

32. The standards attained in national tasks and tests at the end of Year 2 in 2003 were well above average in reading and among the top five per cent of schools in writing. They have been steadily improving. The test results in English at the end of Year 6 are above the national average although more children attained the higher level 5 in reading than in writing. The standards attained

improved in 2003. Inspection evidence confirms this success and there is evidence that standards are continuing to rise.

33. Most pupils achieve well in speaking and listening, reading and writing and there has been overall improvement since the previous inspection. However, there is evidence that more able pupils do not achieve all they are capable of in writing. In most of the literacy lessons observed, they were not set more challenging writing tasks than the other pupils. There were examples of good practice, as when more able pupils in Year 6 were fully stretched by being asked to read extracts from “A Christmas Carol” and write their own story with a “Scrooge” character. Teachers are aware of this issue and recognise the need to identify the most able writers early and to raise expectations about what they should achieve throughout the school. Nearly all pupils achieve well in reading. Many pupils are becoming fluent readers by the end of Year 2 and there are good systems to support those that need more help. More sophisticated aspects of reading are highlighted systematically during Years 4 to 6 as when Year 5 children learned to make inferences and deductions from the text of “The Railway Children”. Resources are good and generally well organised to support the increasing challenge. However, limited space means the non-fiction library is not readily available for pupils to use independently.
34. Teaching and learning in English are good throughout the school. Speaking and listening skills are valued and teachers’ use of questioning techniques is an aspect of the current programme for monitoring teaching and learning. However, there is no planned programme to ensure progression in the development of speaking and listening throughout the school. Teachers devise imaginative literacy lessons based on appropriately interesting and challenging texts. Years 3 and 4 pupils were well motivated when learning to distinguish fact and opinion because the teacher invited them to become “journalists” themselves. A wide range of well chosen tasks leads to good efforts on behalf of pupils, such as the instructions written by Year 2 pupils and the poetry written in Years 5 and 6. Appropriate emphasis is laid on the technical skills of spelling and punctuation, and handwriting is taught systematically. Older pupils generally present their work well but skills practised in handwriting in Years 1 and 2 are not always transferred into independent work because teachers do not place enough emphasis on neat presentation. The reading and writing curriculum is well planned to ensure progression from year to year and pupils are set individual targets to help them improve their work. Some teachers assess well during lessons, focussing pupils’ attention on their targets, and all teachers mark work regularly. However, this is not usually precise enough to inform children of their successes in achieving the objectives or how to improve the weaker aspects of their work. The leadership and management of the subject is good. There has been good monitoring of teaching and learning.

Language and literacy across the curriculum

35. Language and literacy skills are developed very well across the curriculum. There are many opportunities for pupils to practise and extend their speaking and listening, reading and writing in other subjects. Pupils in Year 2 used ICT to research and write about homes in different parts of the world in their geography lesson. In Years 3 and 4 pupils learned about myths and legends in a history lesson and consolidated their understanding of sequencing in narrative texts. Inspectors saw many examples of high standard work, such as the group booklets about dairy farming made by pupils in Years 3 to 6, in which pupils had enjoyed applying their basic English skills in a range of contexts.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The pupils achieve very well and attain high standards
- Teaching and learning are very good, providing much challenge for pupils of all abilities
- Staff have a common approach to developing mathematical skills and monitor teaching and learning very well
- Pupils make good use of mathematics in other subjects

Commentary

36. The results of national tests show that standards are well above average by the end of Year 2 and among the top five per cent of schools by Year 6. Pupils are very successful in using mathematical vocabulary and explaining different methods of working. They make very good use of their number skills to solve increasingly complex problems. Inspection evidence shows that standards are likely to be similar in this year's tests. The school has set challenging targets and, through good monitoring of teaching and learning, good additional support and the effective use of ICT, is on course to achieve them. There are some variations from year to year in the performance of boys and girls but inspection evidence shows that they are not significant, especially given the small number of pupils involved. The school makes very good provision for gifted and talented pupils and these pupils achieve very well and attain very high standards.
37. There is very good teaching throughout the school and the pupils are enthusiastic and hard working. Pupils achieve very well and take much pride in their success, producing good quantities of accurate and well presented work. The teachers expect much of the pupils and they respond very well to these challenges. Planning is thorough and takes account of the different ages and abilities in the classes so that learning is pushed on at a good rate. There is good use of resources to help pupils grasp new ideas and the very effective support of classroom assistants helps to ensure that small groups work productively. Lessons are well balanced and teachers use a variety of imaginative methods to teach mathematical skills. They include regular opportunities for mental arithmetic encouraging pupils to become competent in the quick and accurate recall of numbers. Most lessons start with a brisk warm-up in which pupils are asked probing questions geared to their ability. Teachers and support staff are particularly skilful in using questions which extend pupils' thinking and provide good information about pupils' understanding. During the main activities, adults are busy about the room providing support and additional challenge. Much thought has been given to ensuring that individual needs are met and the staff have kept up-to-date on recent developments through effective training. Teachers also extend pupils' mathematical prowess by providing good opportunities to use ICT to extend their skills in data handling and graphs. Marking is accurate and during lessons there is good verbal guidance for pupils. However, marking rarely links guidance to targets. Teachers use the time at the end of the lessons to review what has been learned and to plan the next lesson. Another strength in the teaching is the emphasis given to developing pupils' knowledge of mathematical vocabulary. They insist that pupils use correct terms when answering questions.
38. The subject is led and managed very well. Good use is made of test data to analyse performance and to take action. Staff take a corporate responsibility in improving standards and the effective system of evaluating teaching and learning has brought good consistency in developing skills, knowledge and understanding and good improvement since the previous inspection.

Mathematics across the curriculum

39. Pupils apply their skills and knowledge of mathematics effectively in other work. In science they accurately read a variety of instruments and record their findings using complex charts and graphs. They make good use of their understanding of pattern and shape when creating artwork and measure competently when planning and making models in design and technology. There are well planned opportunities to use mathematical skills in ICT; pupils in all year groups collect and collate data producing accurate and interesting graphs and charts and older pupils use their number skills very effectively when extracting information from spreadsheets.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The emphasis on practical work contributes much to pupils' very good achievement
- Standards are well above average by the end of Years 2 and 6
- Teaching and learning are very good

- The curriculum is well balanced and challenging
- Presentation of work in Years 1 and 2 could be better

Commentary

40. National test results and inspection evidence show that pupils attain very well in science and have very good scientific knowledge. They apply this knowledge very effectively when designing and carrying out investigations. Analysis of data and the pupils' work shows that they achieve very well and that they make good use of research to find out more about topics. Boys and girls are equally successful and both groups work hard in lessons. Pupils with special educational needs are supported effectively and keep up with their peers because explanations from teachers and the use of a wide range of resources enables the pupils to grasp new ideas. Pupils throughout the school have very good scientific vocabulary which contributes much to their understanding of scientific processes and enables them to follow up ideas and to justify different conclusions. Pupils have a clear understanding of physical processes and their knowledge is enhanced through opportunities to work at home on complex projects such as building powered vehicles. Pupils in Years 5 and 6 take great care with this work and explain in accurate detail the process of building, testing and refining their models. Pupils work hard because the teachers expect much of them and make lessons interesting. In a very good lesson in Years 3 and 4 the teacher carefully explained the task and guided the pupils step-by-step through the process of recording and planning so that they were able to make electrical circuits and identify insulators and conductors. The pupils used correct terminology and the more able correctly classified the materials used and gave good reasons for their choices.

41. The very good teaching is characterised by thorough planning and well prepared lessons which enthuse the pupils. Teachers explain the work in an interesting way bringing the subject to life by using everyday examples to illustrate a point such as the importance of understanding how technology is used to combat freezing roads. The school has good resources and pupils learn much through practical work. Teachers stress the importance of scientific methods and insist on well presented work, although this is better in Years 3 to 6 than in other year groups. There is good use of ICT to show model experiments and pupils make good use of computers for research. They also record graphs and charts competently using ICT. Lessons achieve a good balance between instruction and investigation and the staff equip the pupils well to become independent workers. Pupils are encouraged to think beyond the obvious explanation and to make suggestions about a variety of possible outcomes. Marking is accurate and usually includes positive comments about pupils' work but lacks clear guidance on how the pupils might improve. The school makes good use of data from test results to plan the curriculum.

42. Standards and the quality of teaching have improved since the previous inspection. The school makes good use of a variety of guidance to ensure consistency in developing skills, knowledge and understanding and there has been effective monitoring of teaching and learning. Staff willingly pursue new methods and ideas and have good subject knowledge. Subject management is effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good
- ICT is used well to support other subjects
- The management and organisation of ICT works well

Commentary

40. The subject is managed effectively and monitoring of pupils' work has been used well to identify the next steps in teaching. The school's involvement with other schools in sharing teaching expertise has a good impact on standards, the pupils' achievement and contributes well to staff training. Pupils cover the full range of ICT experiences and make good progress. Staff have a good awareness of the support needed for pupils with special educational needs and make good

provision for them; they often benefit from working alongside more able pupils. There is a good balance of opportunities including using the ICT suite as well as access to computers in classrooms. This helps to make ICT an integral part of lessons as well as providing opportunities for the effective teaching of basic skills. The subject is managed well and staff make good efforts to improve their skills and extend pupils' learning.

41. Pupils achieve satisfactorily; they make good gains in learning basic skills. By the end of Year 2 pupils understand the variety of uses of ICT in everyday life and have secure basic skills in word processing. They use the computers' tools competently to create wanted posters and this links well with their English work. Throughout the school pupils make use of the Internet for research and they are very enthusiastic and hardworking in finding out about famous people, events and other countries. By the end of Year 6 pupils have a good grasp of control technology and also make effective use of sensors reading a digital probe and creating graphs and charts of their findings. Throughout the school pupils have satisfactory skills in word processing and understand how to use several of the computers' functions. They use these skills well in religious education when making a multi-media presentation.
42. Teaching and learning are good. Planning is good and careful account is taken of previous learning when introducing new skills. The pupils have good opportunities to practise and refine their work although in some lessons the explanations are overlong and some pupils, usually boys, become restless. The pupils enjoy using computers and are well motivated and hard working. They willingly try out new approaches and are quick to learn. Teachers have secure subject knowledge and have realistic expectations of what the pupils might achieve. Currently, simple and accurate assessments are kept of the coverage of the subject, and notes are kept on how well the pupils have understood the tasks. In lessons there are good opportunities for the pupils to revisit skills and the teachers move learning on by extending the skills and giving examples of alternative methods of completing a task. This worked well in a Year 6 lesson on cutting and pasting across different and incompatible programs.

Information and communication technology across the curriculum

43. There are good opportunities for the pupils to practise and refine their skills in ICT in several subjects. ICT is used effectively in mathematics and contributes much to pupils' understanding of data handling. Pupils use their word processing skills satisfactorily in English but could extend this further in drafting and editing their work. There is good use of the Internet to research information in history, religious education and art and design. Year 2 pupils also apply their technological skills in geography lessons when researching information about Dublin.

HUMANITIES

One lesson was observed in each of history and geography but none was seen in religious education. However, inspectors sampled a good range of pupils' work through discussion and analysis. Timetables and teachers' plans and records show that all subjects receive sufficient coverage.

44. The school currently uses a three year cycle of topics based on national guidance for **history** and **geography** in Years 1 and 2, and a two year cycle in Years 3 to 6. This provides adequate coverage of the curriculum in both subjects but means pupils revisit topics at different levels during Years 3 to 6 because of the mixed age class. Improvements have been made recently by allocating a teaching assistant to history and geography lessons in this class. Also, the school has sensible plans to review and adjust topics to avoid repeats. The standards attained in the two lessons observed, and in the samples of written work were appropriate for the age of the pupils. There are pockets of good work, such as pupils' studies of dairy farming. The pupils' work showed that, because of the wide spread of ages and abilities, not all pupils were sufficiently stretched. In response to this the school has provided additional support that has enabled teachers to provide work which is now well matched to pupils' abilities.

45. Teaching and learning were satisfactory in the one history lesson observed and the sample of work provided supports this view. Parents act as partners in pupils' education in Years 1 and 2, for example, by providing toys from the past and information about them. Pupils in Year 2 explain the differences between seaside holidays in Victorian times and today. Year 4 pupils demonstrate a good understanding of myths and legends during their history lesson. They show awareness of the importance of the gods in the lives of the Ancient Greeks. Year 6 work provides evidence that they understand changes in the countryside during the Victorian era and they offer appropriate reasons for these changes. Resources are good and pupils learn to use them well to find out about the past. A range of visits and visitors, such as a visit to a Victorian classroom and a trip to Jorvik, enhance pupils' understanding. The lesson seen, discussions with pupils and analysis of their work show that there are good aspects to teaching and learning in geography. Year 2 pupils express their ideas about places and ways to improve the school environment. They explain the ways in which a new road might be both good and bad for people living nearby. Pupils in Year 6 use maps in a range of scales to locate their village precisely. Work is often planned to make good use of local resources. For example, work in Years 3 to 6 was enhanced by a dairy farmer's visit to school. This motivated pupils well and achievement was good. Resources are satisfactory and visits and visitors are well planned to enrich the curriculum provision.

46. The school uses the **religious education** syllabus followed by most schools in Derbyshire. Evidence from the pupils' work shows that pupils achieve well and that standards are above those expected for pupils' ages. There are good links with other subjects and especially the work done in personal, social and health education. Work in Years 1 and 2 shows that pupils have a good knowledge of several festivals from major religions. This work is enhanced through visits to the local churches and opportunities to take part in school events such as harvest. The work shows that pupils know about some important signs and symbols in religious life. The pupils have a good vocabulary and discuss religion sensitively, showing an awareness of the importance of worship in some people's lives. Older pupils have a well developed understanding of spirituality and appreciate different ways of worship. They know and clearly explain significant events in the life of Christ and understand how much of his teaching might be applied to daily living. Some very effective work is done on linking art from different cultures to highlight for pupils how important issues such as prejudice, intolerance and racial discrimination can be represented. This work led to good writing, expressing feelings very well. Although no lessons were seen it is clear from planning and the presentation of pupils' work that teachers place a high priority on the subject and that important concepts are developed effectively through the school. The subject contributes much to pupils' spiritual and cultural awareness as they study similarities and differences in world religion.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in physical education but none in art and design, design and technology and music. Inspectors sampled a range of pupils' work and analysed teachers' plans and records and held discussions with staff about the provision and standards in these subjects.

47. From the evidence seen pupils' achieve well in **art and design**. The quality of work seen is better than that of pupils of a similar age. The school provides a broad and stimulating curriculum for art and design, which includes good opportunities for pupils to work in a wide variety of media. The pupils' work in sketchbooks shows good progress in learning basic skills and techniques and the current work in Years 3 to 6 is of a very good standard. Pupils have made careful observations of a variety of seed heads, adding incisive detail using a wide range of techniques. From these observational drawings which show good line, tone, texture and form they have produced well made clay representations with the oldest pupils using net and mouldable materials to make stunning interpretations. The school holds an annual event to celebrate pupils' art. Records of these events show that staff provide rich opportunities for the pupils to learn about art and design. One display celebrates the pupils' interpretation of the work of several famous artists. Pupils apply these newly learned skills very well and create intricate work, which involves several skills and techniques. Discussions with pupils revealed that they have good awareness of the work of several artists and appreciate art from several cultures. Overall, their work shows care and imagination. Pupils also evaluate what they have done and make suggestions about how they

might improve. The subject is planned effectively and there is good guidance for staff on developing skills, knowledge and understanding consistently. Teachers' expectations are high and this is reflected in the good quality work produced.

48. The pupils' work in **design and technology** shows that they experience an appropriate range of activities and have a secure grasp of the different aspects of the subject. The quality of work seen is similar to that expected for the age of the pupils. The teachers emphasise the development of basic skills such as in Years 1 and 2 working on a variety of fastenings; this work contributes much to pupils' later work when building models from a variety of materials. Year 2 pupils plan and design a model room and add good detail using a variety of fabrics. They work with care and precision giving thought to function and attractiveness. Pupils write evaluations about their work and are good at being self critical; their comments include realistic observations of how they might improve. In Years 3 to 6 there are good opportunities for the pupils to experiment with a variety of tools and techniques. In their designs of cardboard containers the pupils fold precisely and take much care to ensure that the finished product is robust and fit for purpose. Further work in Years 5 and 6 includes opportunities to combine what has been taught in science about forces with mechanics. Pupils produce a wide range of moving models and power them with air. They are good at explaining the processes they used and take much delight in demonstrating how their models work for example in using magnets for different board games. There is very good parental involvement in design and technology which has a beneficial impact on learning. Discussions with pupils show that they have a good grasp of technical vocabulary. They record their work well using labelled diagrams and evaluations offer an honest appraisal of the strengths and weaknesses in their work.

49. **Music** is taught by the subject coordinator in all year groups and coverage of the curriculum is satisfactory. Work is planned from national guidance but is carefully adapted to meet the needs of the different ages in each class. The range of musical instruments is good and includes instruments from other cultures, such as the African instruments loaned by a parent to support work in Years 3 to 6 on cyclical patterns. Pupils of all ages perform music in concerts at different points in the year. Some pupils learn to play guitars and keyboards in extra-curricular clubs. No music lessons were observed during the inspection and no singing was heard in classes or assembly.

50. The school makes good arrangements for covering the programmes of study in **physical education**. The village hall is used for gymnastics although the ceiling is low and equipment limited to allow the full range of work expected in Years 5 and 6. There is a small playing field for games and athletics and children in Years 3 to 6 learn to swim in a local pool. The school has plans to make use of the facilities at the local secondary school to enhance this provision. Pupils of all ages participate enthusiastically in after school clubs such as the football club, and links with schools in the cluster for sporting events extend their experiences. Standards in the one dance lesson observed were at the level expected for the age of the pupils and teaching was very good, because of very strong subject knowledge and high expectations of the pupils' performance.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

51. One lesson was seen in personal, social and health education. Discussions with staff and pupils, analysis of pupils' work and teachers' planning indicates that the subject is covered well and contributes positively to pupils' development. The school has a good programme of activities, lessons and events to enhance the teaching and learning in the subject. In the good lesson in Years 1 and 2 the teacher skilfully developed opportunities, using a puppet, for the pupils to speak in public and to express their feelings and emotions. The lessons enabled even the most reticent pupils to contribute effectively. Pupils have good opportunities to express their opinions, share ideas and make decisions. The school is part of the Healthy Schools Initiative. The staff encourage pupils to eat well, take regular exercise and have an awareness of healthy lifestyles. Work in other subjects such as science and geography brings to life issues such as humankind's

impact on the environment and our responsibilities for the world. The school has an appropriate programme for teaching about sex and relationships. There is sensitive teaching about the positive and harmful effects of drugs and staff are well trained in this aspect of their work. The school prepares pupils well for life in a culturally diverse society through religious education and a good range of visits and visitors. There are regular celebrations of significant festivals in major religions and in art and design the pupils study the work of a large number of artists from several countries.

52. The school encourages pupils to take an active part in school life and the school council contribute well to decision making. The pupils take responsibility for themselves and others. They have a well developed sense of right and wrong and contribute much to making the school an orderly and purposeful community. This is reflected well in their contribution to community events such as Harvest and well dressing. Pupils are taught to be sensitive to the needs of others through projects that support a wide range of charities such as Chernobyl Children and Children in Need. The pupils are imaginative and thoughtful in devising ways of raising funds to support charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

