

INSPECTION REPORT

QUEEN ELEANOR PRIMARY SCHOOL

Harby, Newark

LEA area: Nottinghamshire

Unique reference number: 122645

Headteacher: Mr Tim Ward

Lead inspector: Dr Colin Lee

Dates of inspection: 18th – 19th November 2003

Inspection number: 259802

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:	3-11
Gender of pupils:	Mixed
Number on roll;	49
School address:	Station Road Harby Nottinghamshire
Postcode:	NG23 7EQ
Telephone number:	01522 703428
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Prangnell
Date of previous inspection:	2 nd November 1998

CHARACTERISTICS OF THE SCHOOL

Queen Eleanor is a small primary school with 49 pupils on roll. It serves the villages of Harby, Wigsley and Thorney in Nottinghamshire. The broad mix of housing and backgrounds of pupils results in their socio-economic circumstances being broadly average. Pupils are of white UK heritage, with a small proportion of pupils from travellers' families. The proportion of pupils with special educational needs is average and the needs cover a spectrum of general and specific learning difficulties, social, emotional and behavioural difficulties. Children's attainment on entry is below average, overall, but this varies annually and, in some cases, it has been well below average in language and mathematical development. Children in the reception year are taught in one class, with pupils in the infants. Juniors are organised into two classes in the mornings and one class in the afternoons.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr Colin Lee	Lead inspector	Mathematics Science Geography History Religious education Special educational needs
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20846	Mr Alan Wilson	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education The Foundation Stage curriculum English as an additional language Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Queen Eleanor is a good school that provides good value for money. Pupils achieve well and they are making good progress across the curriculum, especially in English and mathematics. Good teaching helps pupils to attain standards that are often higher than they could reasonably be expected to achieve. Staff work very effectively as a united team and are highly committed to ensuring that all pupils receive a high quality of education that fully meets their needs. The headteacher's good leadership and management are having a significant impact by improving the school's overall effectiveness.

The school's main strengths and weaknesses are:

- Levels of achievement of all pupils, including those with special educational needs, are good in relation to their past attainment.
- Standards in information and communication technology are above average in all age groups.
- By the end of Year 2, pupils' standards in reading and mathematics are above average but standards of writing could be higher.
- Good teaching helps all pupils to make good progress.
- The headteacher provides good leadership and management.
- Teachers provide good leadership and management in their designated areas of responsibility.
- At present there is insufficient rigour in tracking pupils' progress, monitoring standards across the curriculum, and using target-setting to improve pupils' learning.
- Pupils thrive on the school's determination to treat them all equally and, as a result, their all-round personal development is good, and their relationships are very good.
- Curriculum planning does not pay sufficient attention to opportunities for pupils' spiritual or cultural development to be established.

The school was previously inspected in November 1998. At that time, a few areas were identified as minor weaknesses and these have all been addressed and rectified. The quality of teaching has risen since the last inspection, with improved subject knowledge and the development of very effective procedures for assessment. Pupils' standards reflect the characteristics of each small year group but they are, frequently, above those that could reasonably be expected when the low starting point is taken into consideration.

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	A	B
mathematics	A*	D	C	D
science	B	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.*

Achievement is good overall and, both now and in the recent past, by the end of Year 6 all pupils are generally achieving the highest standards of which they are capable. Standards in information and communication technology are above average throughout the school. Pupils currently in Year 6, are achieving standards that are average in English, mathematics and science and in the other subjects inspected. The past attainment of these pupils showed their overall ability to be well below average four years ago and improvement is due to consistently good teaching that has had a further boost with the high quality of a newly appointed teacher. By the end of Year 2, standards are above average in reading and mathematics, below average in writing and average in other subjects. In the past,

children in the Foundation Stage¹ have successfully achieved the goals set for the end of the reception year. Pupils of all ages have a good ability to work independently but, also, collaboratively, when this is required.

The quality of pupils' personal development is good overall. Their moral and social development is very good while spiritual and cultural development is satisfactory. Pupils' attitudes, behaviour and punctuality are good and their attendance is satisfactory. Pupils' relationships with others are very good. Overall, these outcomes reflect the good attention paid by the school to ensuring that all pupils are treated equally.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good, particularly in English, mathematics and information and communication technology. Teaching has improved since the last inspection and it is the main reason for good achievement by all pupils. The very challenging situation of all pupils in the juniors being taught in one class in the afternoons is met, very successfully, by the management teacher, whose meticulous organisation and planning provides a broad range of learning opportunities carefully matched to the varying needs of different groups of pupils. This provision is supported well by a very competent teaching assistant, and good use is also made of the headteacher's high level of expertise in information and communication technology.

The school shows appropriate concern for the care, health and safety of pupils and provides them with good support and guidance. There is a high level of quality support for pupils with special educational needs. The curriculum is broad and balanced and learning activities are well-planned, particularly for pupils in the juniors for whom the planning is very detailed. The school works well with parents, providing good information about their children's education and how they can help. There are very good links with other schools in the area which are beneficial to both pupils and staff.

LEADERSHIP AND MANAGEMENT

Leadership and management is good overall. The headteacher's highly effective leadership and management of the school, focuses on raising standards through improved quality of teaching, ensuring good management by all staff and most of all through a commitment to teamwork, involving all members of teaching and non-teaching staff, pupils, parents and governors. Improvements are managed well by this teamwork approach. The well-led governing body uses very effective procedures to monitor and evaluate the school's progress. Teaching staff, with good guidance from the headteacher and management teacher, are now addressing weaknesses in their own systems for monitoring, evaluating and reviewing pupils' standards and progress. The clerical assistant makes an excellent contribution to day-to-day management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents particularly appreciate the fairness with which all pupils are treated, the good teaching and the high expectations that staff have of all pupils. They also feel very comfortable about approaching the school with any concerns that they might have. Pupils like the fact that they are consulted about the school. They are very positive about the school and enjoy their learning.

IMPROVEMENTS NEEDED

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

- Raise pupils' standards in writing by the end of Year 2 through increased opportunities for writing across the curriculum.*
- Develop procedures for tracking pupils' progress over time.*
- Monitor and evaluate the standards being achieved by pupils in all subjects.*
- Develop the use of short-term target-setting in pupils' learning.*

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

- Extend long and medium term planning of the curriculum to include identification of opportunities for pupils' spiritual and cultural development within more detailed guidelines for personal, social and health education as a whole.

*N.B. The issues marked with an asterisk * have already been identified by the school and are included in the current school improvement plan*

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are achieving well. Standards overall are at least in line with what is typical in other schools. Information and communication technology is a major strength and standards are above average in all age groups.

Main strengths and weaknesses

- In comparison with past attainment, pupils' achievement is higher than could reasonably be expected.
- Standards in information and communication technology exceed those found in most schools.
- Standards in reading and mathematics are above average in Year 2, but standards in writing are below average.

Commentary

1. On entry to the school, children's attainment is below average overall. This level varies from year to year and attainment in language and mathematical development is often well below average. Although there are currently no children in the reception year, scrutiny of last year's work by the children in reception shows that they generally reach the early learning goals² by the end of their year in reception. This is good achievement. A small number of children of nursery age attend the school part-time. They have settled well and are making good progress.
2. The pupils currently in Year 2 are achieving well, overall, and very well in their reading and mathematics in which they are on track to attain above average standards by the end of the year. Writing standards are below average because pupils have insufficient opportunities to write at any length, as so much of their work is worksheet-based. Standards in information and communication technology, history and music are above average, while those in science, religious education and all other subjects are average. The school's past results in the national tests for pupils in Year 2 have generally reflected at least satisfactory progress during the pupils' time at the school, bearing in mind the low starting point of many pupils. However, these test results must be judged with caution due to the very small numbers of pupils involved. The test results of pupils in Year 2 in 2003 were an improvement on the previous year.
3. Pupils continue to achieve well when they are in the juniors. In Year 6, pupils' standards are average in English, mathematics and science. This compares favourably with their national test results when they were in Year 2, which were well below average overall. In the 2003 national tests taken by pupils in Year 6, standards were well above average in English, average in mathematics, but well below average in science. This led to a high priority being placed on investigative science, in particular, and the success of improved provision is seen in the better standards now being achieved.
4. These 2003 national test results at the end of Year 6 show good improvement on the previous year and the results for English, mathematics and science, combined, were above the average for all schools nationally.

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

Standards in national tests at the end of Year 6 – average point scores in 2003³

Standards in:	School results	National results
English	29.1 (28.0)	26.8 (27.0)
Mathematics	27.9 (26.0)	26.8 (26.7)
Science	28.3 (27.0)	28.6 (28.3)

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

- Information and communication technology is a real strength of the school and pupils in Year 6, like those in all other years, are achieving above-average standards. This is due to very good teaching by teachers and teaching assistants and the very many opportunities that pupils have to use computers to aid their learning in all subjects.
- The evidence for judgements made in standards in other subjects arises from single lesson observations and is not supported by significant volumes of past work by the pupils. The work seen in Year 6 in art and design was of above average standard, while that in religious education and geography was average. Achievement by all pupils, including those with special educational needs, is good over time, good in many lessons, and very good in a minority of lessons. The very good achievement is a product of very thorough planning by teachers and, in the case of pupils with special educational needs, the good attention paid to the short term targets that have been set for them. Such target-setting is not so well developed for other pupils.

Pupils' attitudes, values and other personal qualities

Pupils enjoy coming to school, behave well and have good attitudes to learning. Relationships throughout the school are very good and this has a positive impact on achievement and personal development.

Main strengths and weaknesses

- The school sets high expectations for behaviour and works hard to achieve them.
 - The strategies for promoting moral and social development are very good.
 - There is room for improvement in the planning for spiritual and cultural development.
- Attendance and arrangements for promoting good attendance are satisfactory. The vast majority of pupils arrive punctually and are keen to start the day. A sociable atmosphere is created as soon as they arrive, when they choose from a good range of playground equipment and play cooperatively under the supervision of a member of staff. Teachers have established a very successful reward system, which is related to all aspects of school life so that, for example, pupils can earn points and certificates either for academic success, or for effort, or for their behaviour towards others. This has a positive impact on the ethos of the school.
 - Pupils' attitudes, behaviour and their relations with adults and each other are good and pupils have a sense of their own contribution and value to the school community. This is because adults, throughout the school, are very good role models and clearly demonstrate that they value every child's contribution. The most tangible evidence of the success of these strategies can be seen during lunchtimes. These are relaxed, enjoyable and highly sociable occasions, which do great credit to all adults and pupils within the school community, and make a significant contribution to pupils' personal development. Older pupils willingly take responsibility for serving food at their table for younger ones, under safe supervision. There is a buzz of conversation between older and younger pupils and adults, followed by an unhurried exit to play,

³ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

while pupils share responsibility for clearing up. Pupils are also encouraged to take up other responsibilities such as helping with computers and recording equipment, or by becoming members of the eco-council.

9. The strategies for ensuring pupils' spiritual, moral, social and cultural development are good overall and the promotion of their moral and social development is a significant strength. The reward system plays a particular part in ensuring that pupils develop a clear sense of right and wrong. This is strongly supported by discussions on moral and social issues in religious education and subjects across the curriculum, or through regular visits to assemblies by the local vicar. Recently introduced initiatives, such as the residential trip to Hathersage also make a positive contribution to relationships and team building. Teachers are well aware of the need to raise spiritual awareness and occasions undoubtedly occur when pupils become fascinated or reflective at particular moments in lessons. In Years 5 and 6, for example, pupils were acutely aware of the striking effect created by arranging ordinary coloured pencils in a particular way. On the other hand, there is no system for planning opportunities for reflection, for example through assembly themes. Similarly, cultural awareness is raised through study of Shakespeare and participation in dance festivals. However, too little is done to ensure that pupils' understanding of their place in a rich and diverse multi-cultural society is firmly embedded in whole school planning.
10. There have been no exclusions in the past year.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.2
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.5

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education, through good teaching and curriculum planning. Further work on curriculum development is being undertaken, through a programme of review of each subject that aims to improve still further the effectiveness of teaching and the quality of the learning opportunities for all pupils.

Teaching and learning

The quality of teaching and learning is good overall and it is very good when all the pupils in the juniors are taught together.

Main strengths and weaknesses

- Information and communication technology is used very well to support and extend pupils' learning in all subjects.
- Teachers match learning activities very carefully to the needs of groups of pupils of different ages and abilities.
- Information from assessment is used well in planning the next stage in pupils' learning.
- Resources generally are used very well and this has a good effect on pupils' attitudes to learning.
- Teaching assistants have good levels of expertise and make a significant contribution to pupils' learning.
- The learning activities for pupils in the infants are restricted by over use of worksheets in some subjects.

Commentary

11. At the last inspection, the quality of teaching was judged to be a significant strength of the school. This remains the case and, indeed, new appointments of both teachers and teaching assistants have raised the overall quality. The impact of the good teaching is ensuring that pupils maintain good achievement as they progress through the school.
12. There is sound planning of learning activities for children in the Foundation Stage and good use is made of the expertise of the teaching assistant who knows the children and their needs very well. Planning for infants is also satisfactory, but, for individual lessons, it lacks the detail that is evident in the very good lesson planning for the juniors. The latter is meticulous in its identification of what each ability group is to learn in each phase of a lesson. However, the one aspect of planning that is a common strength of all teachers is the inclusion of computer-based learning activities in all lessons. This has a very good effect on both the pupils' development of computer skills and also their use of information and communication technology as a tool for extending their learning in a subject. Teachers' very good expertise in information and communication technology provides pupils with excellent models of how different computer programs can be used and both teachers and teaching assistants are then able to develop pupils' good understanding during the lesson. This was a constant feature of all lessons and was exemplified by the confidence with which pupils in Year 2 entered data from a science investigation to produce graphs of results.
13. The presence of several age groups in each class requires careful consideration of the differing needs of each group. Teachers do this very successfully and use ability rather than age, at times, as the means of grouping pupils. This is most usual in literacy and numeracy and it ensures that learning activities are very well matched to the differing needs of pupils. In numeracy, for example, some pupils in Year 5 are generally more able than those in Year 6, and the thorough planning ensures that each pupil, regardless of age, is working at activities that challenge him or her appropriately.
14. The numbers in classes are comparatively small and, as pupils stay with the same teacher for several years, teachers have a good understanding of how individual pupils are progressing. This awareness is now being strengthened further by the good procedures for assessment of pupils' learning that have been introduced. A well-structured assessment sheet is being used well to both record this learning and also to plan the next stage in learning. Teachers record what has been learned successfully, what still needs to be developed, and the action necessary to achieve that development. This good use of assessment means that teachers who may be new to the pupils have a more detailed record of pupils' past achievements and future needs. As yet, the system does not lead to specific target-setting for individuals but this, alongside more recording of pupils' progress over time, is a development that is a priority in this year's school improvement plan.
15. Target-setting is very well-developed for pupils with special educational needs, for whom there is very good provision. This involves very good co-ordination, full involvement of the pupils in all aspects of school life and very good attention to each pupil's specific needs by teachers and teaching assistants. As a consequence, the pupils maintain good progress because teaching assistants in particular know the pupils' needs very well, motivate them successfully and help them to achieve targets that may be behaviour or learning-related.
16. The good role models that teachers provide of effective teaching are used very well by the teaching assistants so that, when they are teaching a group themselves, they are often equally as effective. This was characterised by the good teaching of geography to pupils in the lower juniors, when the teaching assistant made very good use of questioning, ensuring all pupils were fully involved in contributing ideas about what makes a powerful poster for advertising the attractions of a specific locality. As in many other lessons throughout the school, resources were used very well in this session. The powerful effect of good resources as a stimulus for learning was seen in the sense of wonder displayed by pupils in the infants when previously hidden toys from different historical periods were suddenly revealed. The quality and quantity of these artefacts totally captured pupils' attentions and led to enthusiastic discussion of similarities, differences, and the materials they were made of. In contrast, however, the basic resource of a worksheet is used too frequently as a learning activity for pupils in the infant. This

has less effect in a subject like mathematics, where progressively difficult worksheets can challenge more able pupils, than in areas where pupils need more opportunities to write at length. However, there are too few opportunities in literacy, history, geography, science and religious education for pupils to improve their writing because of the over use of worksheets. These restrict them to writing words or short phrases rather than sentences and paragraphs.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	8	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 is working hard to develop a topic based curriculum which ensures full coverage of programmes of study for all subjects and includes imaginative links between them.

Main strengths and weaknesses

- The use of information and communication technology across the curriculum has a very positive impact on teaching and learning.
 - The school has forged mutually supportive links with local schools and colleges that broaden pupils’ learning opportunities.
 - Very good provision for pupils with special educational needs ensures that they make good progress and achieve well.
 - There is no formal planning for personal, social and health education or for pupils’ spiritual, moral, social and cultural development.
17. The school provides a broad curriculum to support the academic and personal development of its pupils. The curriculum is enriched by good links with associated schools which provide additional expertise in areas such as dance, French and information and communication technology and also create a good bridge for older pupils, between primary school and the next stage of their education. The school is adequately staffed with suitably qualified and experienced teachers and there is a good ratio of teaching assistants to pupils.
 18. Teachers and teaching assistants form strong and effective teams, which ensure good achievement throughout the school. One result of this level of co-operation is the sharply focused and successful support for pupils with special educational needs. Very good co-ordination of this provision ensures thorough understanding of each pupil’s specific needs, and of the targets set for them, by all teaching and non-teaching staff and ensures that the pupils achieve as well as their classmates.
 19. There remain strengths and weaknesses in the accommodation, which is satisfactory overall. Since the last inspection there has been improvement with the addition of a classroom suitable for children in the Foundation Stage, although weaknesses still remain in the form of a lack of suitable space for the effective delivery of the full physical education curriculum. The school has recently introduced a topic based approach to curriculum planning and co-ordinators have taken great care to ensure that all elements of their curriculum area are included. This is a promising innovation, although the school has yet to monitor its impact on teaching and learning. A significant strength is the use of information and communication technology across the curriculum. The use of computer technology is securely woven into the planning for all subjects. This means that pupils view the use of computers as an entirely normal part of their day-to-day learning, which not only has a good impact on their acquisition of computer skills, but also contributes to their achievement in other subjects. The way in which teachers and support staff use resources, such as data projectors and organise and prepare equipment for lessons also contributes to good whole school achievement. At present, personal, social and health education and spiritual, moral, social and cultural development are not formally and securely included in teachers’ planning.

Care, guidance and support

Care, welfare, health and safety are satisfactory. Support and guidance for pupils is good. Pupils' involvement in the school's work is good.

Main strengths and weaknesses

- Staff know and support the pupils well.
 - The school values the views of pupils.
 - Pupils feel that they can turn to adults working in the school if they need help.
20. Members of the school community show good levels of care and concern for each other. Parents value the 'family atmosphere' which is particularly effective at lunchtime when pupils of different ages eat and play together. Lunchtime supervisors take very good care of the pupils and encourage older pupils to support the younger pupils. Staff know the pupils very well and help them to develop their personal skills through celebrating their achievements in assemblies and making helpful comments in the pupils' annual reports. In lessons, teachers and support staff reward qualities such as hard work and participation and this has a positive impact on pupils' achievement. The school make good use of external agencies, such as the traveller education service, to give specialist support and guidance to pupils and their families. Relationships between staff and pupils are very good and pupils feel that they can turn to adults working in school if they need help.
21. Pupils with special educational needs receive very good support. They understand the specific targets that have been set for them. The clear individual education plans for these pupils are a good source of guidance for the staff who work with them. As a consequence, teachers and teaching assistants are totally consistent in their expectations and pupils are strongly motivated.
22. The school encourages the pupils to become involved in improving the school premises. The school took on board the pupils' choice for the décor of the refurbished toilets, and the pupils keep them in good order. Staff have enabled pupils on the eco-council to consult with other pupils about improvements to the playground and garden and their ideas are being acted upon. In lessons teachers and support staff value pupils' views, and this helps raise pupils' self esteem and enables them to grow in confidence and maturity.
23. Staff ensure that pupils work in a healthy and secure environment, and a health and safety audit has recently been completed. Appropriate arrangements are in place for testing electrical equipment and emergency evacuations. The headteacher has had relevant training in child protection and arrangements for first aid are satisfactory. Arrangements for pupils in public care have not been formalised.

Partnership with parents, other schools and the community

The school's links with parents are good. The school's links with the community are satisfactory. The school's links with other schools are very good.

Main strengths and weaknesses

- The school has established valuable partnerships with other local schools.
 - The school welcomes parents and values their views.
 - The school has established beneficial links with the village.
24. The school has forged very good links with local schools; staff, governors and pupils all benefit from these partnerships. The staff work closely with other small primary schools to discuss the curriculum and governors value their joint training opportunities. Through close links with the local secondary school, teachers ensure that the transfer from one stage of education to the next is as smooth as possible. Visits by pupils to the secondary school for technology days, literacy links and sports events enrich the curriculum and give them valuable insights into life

after primary school. The outreach service provided by the secondary school physical education department offers very good opportunities for pupils to receive expert teaching in various activities such as dance, cricket and hockey.

25. Parents and carers hold the school in high regard; some have chosen the school particularly because of its friendly and 'family' atmosphere. They value the good opportunities for them to meet with staff both informally and by appointment. The school operates an 'open door' policy and parents feel able to discuss their concerns with teachers, ensuring that issues are resolved quickly. Parents appreciate the invitations to attend events, such as the musical production at the annual governors' meeting and attendance is high. Consultation evenings give parents good opportunities to discuss their children's progress with staff. Pupils' annual reports are satisfactory. They provide parents with information about what their children can do but there is not enough guidance on how their children can improve their work. The school regularly seeks the views of parents and responds to their suggestions, for example on improving the décor of the infant classroom and increasing the opportunities for physical education. The majority of parents are keen supporters of their children with their homework, but recent changes in methods of teaching spellings have not been clearly communicated to all parents, resulting in some confusion. The school receives beneficial support from parent helpers, but parents do not organise fundraising or social events for the school.
26. The work of the school is recognised and celebrated by the village and pupils are invited to display their work in the village hall and take part in events such as the launch of the new cycle track. There are close links with the parish church and the rector is a regular visitor to the school. Special services such as harvest festival are held at the church, which is also used as a resource for religious education lessons. Members of the local community support events such as sports day and fundraising activities. The eco-council has captured the imagination of the village hall association, which has raised funds to support the council's playground project. These links enable pupils to develop their social and personal skills, as well as enriching the curriculum. A satisfactory range of visits and visitors brings the curriculum to life. For example, pupils visit a plant nursery and the school invited a doctor, a police officer, and the school cook, to talk to the pupils about their work.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership and management of the school are good. He is ably supported by all staff who are also leading and managing well the specific areas of the school's work for which they are responsible. The school benefits from the strong support of a well-led governing body that works tirelessly to ensure that the school's ethos is maintained and improvement is continuous.

Main strengths and weaknesses

- In a short time at the school, the headteacher has introduced necessary rigour in school improvement through good leadership and management.
- The headteacher and the recently-appointed management teacher share a well-formulated vision for the school and, together with all staff, a strong sense of purpose and agreement about immediate priorities.
- Good governance of the school ensures that the school's educational direction is clear and is guiding school improvement.
- The monitoring of standards across the curriculum is too informal.

Commentary

27. In his two years at the school the headteacher has quickly established a programme for school improvement that addresses the weaknesses he found in school management. These arose from the lack of rigour in monitoring and evaluation of pupils' standards, the quality of teaching and the curriculum. Through good leadership and the development of good working relationships with staff and governors, the pace of school improvement is accelerating. Most of the areas found by this inspection to be in need of improvement have already been identified by the school as priorities in the school improvement plan for this year. The overall improvement and increase in the school's effectiveness since the last inspection is satisfactory. A range of

important initiatives has been introduced that has very good potential but has not been in place long enough for the impact to be fully realised.

28. The acknowledgement of the high levels of expertise in several subjects amongst staff has led to individual teachers having responsibility for whole school development in these areas. There are designated co-ordinators of literacy, numeracy, information and communication technology, music, physical education and religious education. The quality of leadership and management in these subjects is good, overall, and very good in information and communication technology. A new policy for monitoring, evaluating and reviewing all aspects of the school's work is already having good impact on the quality of teaching. Data from pupils' performances in the national and other tests is used constructively to identify both strengths and areas for development. The need to have a specific focus on pupils' achievement in science has arisen from this analysis, and the strategies put into action are quickly raising standards. A schedule for monitoring the whole curriculum is now in place and this will enable staff to evaluate pupils' standards in each subject more thoroughly than occurs at present.
29. Staff are benefiting from the headteacher's determination to increase the opportunities for their professional development. The most pressing need has been to enable teachers in the infants to receive training on the Foundation Stage. This experience has had the immediate effect of improving the planning for this stage. This, together with the recent major improvement in accommodation for children in reception and pupils in the infants has greatly increased the quality of provision. Promotion of links with other schools has also had a good impact on the professional development of staff. In the case of support staff, one of the school's own teaching assistants is leading an exciting initiative to develop a support group and training forum for the teaching assistants in the cluster of schools.
30. The governing body works tirelessly at providing good support for all aspects of the school's work. The fact that, until recently, the governing body has been below complement has placed many demands on individual governors. Their commitment to the school and to their responsibilities is exemplified by the very good leadership of the chairperson and vice chair. This, together with the very good range of professional skills of governors, is guiding the governing body towards a strong and helpful influence on the school. Progress towards the school's targets is monitored rigorously. Collectively and individually, governors are challenging in their evaluation of school development, while remaining supportive and appreciative of the quality of education provided by a very dedicated staff.
31. The school's approach to financial management includes rigorous evaluation of the cost-effectiveness of financial decisions in terms of the educational benefits to pupils. Appropriate balances are carried forward each year that, although high, are necessary for the school's maintenance of staffing levels and the good quality of education. Best value principles are applied effectively to management and the use of resources. Of several priorities for future expenditure that are accounted for in funds carried forward, the school is rightly trying to address the severe limitations in accommodation for administration, meetings, work with pupils outside classrooms, storage of resources and a staffroom. The clerical assistant makes a very good contribution to day-to-day management of the school, but this is achieved in the unsatisfactory circumstances where the office also has to be used as a staffroom and headteacher base. Like most small primary schools, income per pupil is comparatively high but pupils' good levels of achievement, the good quality of teaching, and good leadership and management of the school, mean that, as at the time of the last inspection, the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	218,150
Total expenditure	180,015
Expenditure per pupil	2,951

Balances (£)	
Balance from previous year	16,873
Balance carried forward to the next	32,067

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are currently no children in the reception year. However, the school is providing an appropriate level of education and care on a part-time basis for three four-year-olds, for whom permanent places have not been available elsewhere. Teachers of the infant class plan a suitable range of activities in each of the specified areas of learning⁴ and successfully ensure that the children concerned have full access to the Foundation Stage curriculum. To achieve this, teachers and the teaching assistant work closely together to provide relevant activities, two examples of which were observed during the inspection. In the first, the teaching assistant provided stimulating and enjoyable outdoor activities to promote the children's **physical development**, such as throwing and catching balls or bean bags and by stretching, hopping or balancing. On the second occasion, she supported their **mathematical development** by providing them with shopping objects to explore, such as tinned food. The good relationships established between the teaching assistant and the children enabled her to give them good one-to-one support and by the end of the session they all recognised and said the names of basic shapes, such as triangles, squares and rectangles, reflecting good achievement for their age. Both in these sessions and when being taught as part of the whole class, the children blended in very well and were confident and comfortable with their older classmates.

SUBJECTS IN KEY STAGES 1 AND 2⁵

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The coordinator provides good leadership and management of the subject.
- The quality of teaching and learning is good and pupils achieve well.
- Reading standards are good in Year 2.
- Too little emphasis is placed on the use and development of extended writing in Years 1 and 2.
- Target-setting does not always give pupils a clear enough picture of how well they are doing, and what they have to do to improve.

Commentary

32. The school's performance in national tests varies from year to year, because there are few pupils in each year group and statistics do not always measure success in raising standards as accurately as they can in larger schools. A more reliable picture of achievement in Queen Eleanor School can be gained by comparing the standards being achieved by the pupils currently in Year 2 and Year 6 with their levels of attainment when they first joined the school in Year 1. The inspection findings are that pupils in Year 2 and Year 6 are on track to achieve average standards overall in the 2004 national tests. However, reliable data provided by the school shows that, for both year groups, attainment on entry to the school was below average. This clearly reflects good achievement throughout the school and is the result of the good overall quality of teaching seen by inspectors. In addition, the consistently good quality of teaching in the juniors, coupled with a sharper recent focus on standards in writing, is creating a strong platform for further improvement. This judgement is supported by the quality of pupils' work in Year 5 seen during the inspection, which already closely matches the standards

⁴ The areas of learning are personal, social and emotional development, communication language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

⁵ **Key Stages:** Key Stage 2, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6. Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

produced by their older classmates. Pupils with special educational needs also achieve well, because of the carefully planned additional support they receive.

33. Overall, standards in speaking and listening in infants and juniors securely match those achieved nationally. In the best lessons, teachers provide good opportunities for pupils to develop these skills, for example by saying, 'Discuss this with the person next to you for a minute', then asking for clear contributions from each group. Consequently, most pupils are used to addressing the rest of the class, speak confidently and listen carefully when others are speaking. A significant minority of pupils in the upper junior discuss ideas articulately and at length, reflecting standards clearly above expectations for their age. For example, one pupil explaining his computer work suggested, 'I get bored just searching the internet unless I am looking for something specifically.' A small number, on the other hand, are hesitant and restrict contributions to single words or short phrases. However, some opportunities are missed for pupils of all abilities to practise and develop clear speech, for example, during assemblies, where there is insufficient encouragement of pupils to engage in discussion about their achievement that is being celebrated, or about the assembly theme for that day.
34. Pupils achieve well in reading, with standards above average in Year 2 and average in Year 6. There is a carefully graded reading scheme in Years 1 and 2, which teachers use well. It ensures that pupils have regular support and practice, both in school and through a successful home-reading scheme, which results from a good partnership with parents. All pupils in Year 2 read fluently and have a number of ways of tackling new words, whilst higher attainers read more widely from both fiction and non-fiction. In the juniors, pupils continue to develop positive attitudes to books and in the absence of a school library, look forward to regular use of the well stocked mobile library which visits the school fortnightly. Consequently, pupils develop good habits of changing books regularly and finishing the book they are reading before the next visit, enabling most to achieve the expected standards for their age. A disadvantage of this system is that there are limited opportunities for pupils to achieve higher than average standards by developing research skills. In addition, the school's limitations in accommodation make it difficult to provide an attractive reading area of its own for older pupils with high interest materials suitable for their age.
35. Standards in writing are below average in the infants and average in the juniors. The subject co-ordinator is working hard and successfully to raise standards of writing and her efforts have begun to have a positive impact on standards in the juniors. This is because teachers now place greater emphasis on the use of extended writing, both in English and across the curriculum. For example, pupils are asked to evaluate the quality of their pastel work in art and design, whilst, in English, they are asked to write for a variety of purposes and audiences. In a very good lesson seen in the class for pupils in the upper juniors, for example, pupils wrote letters to 'Ground Force' inviting them to improve the school grounds. In previous work, they wrote about the difference between tragedy and comedy in Shakespeare's work, a typical example being, 'Romeo managed to dodge his sword, still smeared with Mercutio's blood'. This approach to writing is in the early stages of development, but its effect is reflected in the quality of work of pupils in Year 5, many of whom are on track to achieve higher than expected standards by the end of Year 6. The practice is not as fully developed with pupils in the infants. Teachers work hard to develop basic skills in writing, so that most pupils in Year 2 write clear sentences, beginning with capital letters and ending in full stops. This reflects standards typical for their age with only a minority needing help from adults at this stage. However, no pupils in the infants are currently on track to achieve higher than average standards. This is because, as lesson observations and previous work showed, too few opportunities are created for pupils to practise writing at length. Expectations of the range and quality of writing are not as high as they could be, and this has a negative impact on achievement, particularly for more able pupils.
36. In the lessons seen, the quality of teaching ranged from very good to satisfactory and was good overall. A significant strength of teaching throughout the school is the detailed planning of literacy lessons. This has a particularly successful impact on the introductory session in most lessons. Teaching is lively and imaginative, all pupils are fully involved in question and answer sessions, and as a result they are fully engaged and interested. In the best lessons, teachers use their good knowledge of pupils' individual strengths and weakness to set activities at the right level of difficulty for the wide range of abilities within their mixed-age classes. They provide focused support where it is needed, either from themselves or the teaching assistant, and

pupils achieve well. Teaching is, occasionally, less successful when the writing activity, although carefully planned for different groups, is either too hard or too easy for some and sometimes leads to lack of concentration and effort.

37. The subject co-ordinator has only recently been appointed, but is already providing strong leadership and a clear view of what needs to be improved. She has been responsible for the increased emphasis on writing standards across the curriculum in the juniors, which now needs to be established in the infants. She is also aware that a further area for development is to set clear targets for improvement which are closely linked to pupils' levels of attainment. This would enable all teachers to consistently set work at precisely the right level of difficulty for individuals and groups within their classes. It would also mean that day-to-day marking of work, whilst already conscientious and encouraging, could become a more precise tool for helping pupils to improve. There has been satisfactory improvement in the subject overall since the last inspection.

Language and literacy across the curriculum

38. Pupils use their language and literacy skills satisfactorily in other subjects. There is good potential for this to improve as the recently introduced strategies take effect.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils' standards by the end of Year 2 are rising and are now above average.
 - Good teaching throughout the school is helping pupils to achieve well in comparison with their past attainment.
 - The subject co-ordinator provides good leadership and management and a role model of very effective teaching.
39. Pupils of all ages are achieving well. At present, pupils are on track to exceed the national average by the end of Year 2, which is an improvement since the last inspection and also higher than the school's results in the 2003 national tests. Standards are average in Year 6 and this is a marked improvement on the performance of these pupils when compared with the results of the tests they took at the end of Year 2, which was well below average. Pupils with special educational needs also achieve well. Comparatively few have specific learning difficulties in mathematics but the good support they receive and the well-planned activities that help them work towards their specific short-term targets are helping them to achieve as well as their classmates.
40. Pupils in Year 2 are acquiring a good knowledge and understanding of number and methods of calculation. The highest attaining pupils work confidently with numbers involving thousands, hundreds, tens and ones, knowing the value of each digit in a number such as 14321. Pupils in the infants acquire a broad and balanced mathematical knowledge by successful completion of a very good volume of work. In addition to this good productivity, appropriate challenge for higher-attaining pupils means that they are moving towards standards being well above average, as seen when a pupil talked accurately about the properties of quadrilateral shapes and identified a vortex. Standards in Year 6 are average overall. Very good teaching of the upper junior class is successfully meeting the widely varying needs of the pupils so that pupils in Year 6 are continuing the good achievement of lower junior years and pupils in Year 5 are attaining above average standards. Pupils provide clear explanations of calculations. They are knowledgeable and confident in their use of mathematical vocabulary, for example, of quadrants and negative and positive numbers in their work on position and movement.
41. The National Numeracy Strategy is implemented well throughout the school. The quality of teaching and learning is good overall. The best teaching is characterised by the teachers' very good subject expertise, their high expectations, challenge for pupils and very successful

involvement of all pupils in the whole-class beginnings and endings of lessons. The quality of pupil involvement was particularly impressive in an upper junior lesson on co-ordinates in which all pupils showed a keenness to answer the teachers' questions. This was a vivid demonstration of how quickly previous teaching had established very good levels of knowledge and understanding of the topic. Later work in this lesson also showed pupils' ability to work with high levels of mature co-operation as they worked on tasks in pairs. Teachers' planning is very thorough, with a very good matching of tasks to abilities, with three and sometimes four different tasks being planned for each lesson. This has a good impact on the rate of pupils' learning and it is chiefly based on the good ongoing assessment by teachers of pupils' learning in each lesson. Teachers use information and communication technology very well to support pupils' mathematical learning. Computers are in use in every lesson, with well-chosen tasks that consolidate pupils' knowledge of mathematics, while also developing their computer skills.

42. The good provision at the time of the last inspection has been maintained. The new subject co-ordinator has quickly established good leadership and management and this can only improve further, when examples of her very good teaching are shared throughout the school. The detailed analysis of pupils' performances in national tests highlights strengths and specific areas for development. At the moment there is insufficient assessment to track pupils' progress accurately and assist in target-setting. The school's recognition of the need for these developments is evident in the current school improvement plan.

Mathematics across the curriculum

43. Teachers' planning indicates that pupils are given good opportunities to use their mathematical knowledge in other subjects. These include data-handling in science to present results of investigations in appropriate forms of graphs and charts. Measurement is practised regularly in design and technology. The gradual development of map work skills in geography incorporates increasingly accurate work using co-ordinates. In the infants, pupils are already working with plans that have a scale of 1 centimetre representing 1 kilometre and this is work of above average standard in both mathematics and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Information and communication technology is used very well for research and for handling data arising from scientific investigations.
- Good use of information from assessment and standardised tests identifies priorities for subject development.
- Over-use of worksheets, particularly by pupils in the infants, limits opportunities for them to both extend their scientific knowledge and also to apply and develop their writing skills.
- Pupils' progress is not recorded in sufficient detail.

Commentary

44. No science lessons were seen during the inspection, therefore, judgements have been made through studying pupils' past work and teachers' planning, and evaluating the data arising from the performance in national tests of pupils in Year 6.
45. Standards are average in all age groups, and pupils' achievement is satisfactory overall. At the time of the last inspection, standards were above average, but present standards and achievement reflect the attainment of the current pupils in the past. In the infant class, pupils are taught a very broad curriculum that establishes satisfactory knowledge and understanding across many science topics. Learning activities are largely confined to the completion of worksheets and the use of computers for recording the results of investigations and producing graphs and tables of these results. The latter is a good feature of pupils' learning but the narrowness of what is done in completing a worksheet is insufficient challenge for Year 2 pupils. In an investigation of how the height of a ramp affects the distance travelled by a toy car

that is released from the top of the ramp, pupils in Year 2 explained the reasons for the results well. However, they had not been encouraged to write accounts of the investigation in their own words, which was a lost opportunity that is repeated in most of their work. Higher-attaining pupils give sound reasons for predictions, but are not challenged by extension activities that would develop their knowledge and use of the relevant vocabulary of force.

46. The pupils in the juniors are taught in one class. Short-term planning is meticulous and matches learning activities to the differing ability levels very successfully. Science topics are taught in a two year cycle that ensures that pupils' learning builds systematically on previous work. Thus, in the current term's work, pupils show a secure knowledge and understanding of the topics covered, that is the Earth and Beyond, and Light and Dark. In experimental work, pupils demonstrate their satisfactory understanding of the factors that make a test fair and explain why only one variable should change at a time.
47. There are gaps in the provision that the school recognises and is rectifying. This is the result of the headteacher taking on the responsibility of subject co-ordination and providing good leadership and management of the subject. In recent years, performance in the national tests has been consistently below levels achieved in English and mathematics and very few pupils in Year 6 have been achieving the higher-than-expected Level 5. Analysis of data from these tests has indicated the need to develop the whole area of science investigation. The action designed to improve standards in this area, namely the planning of learning activities in line with a clear progression in the knowledge and skills that are involved in investigative work, is starting to have good effect and raise standards at all ages. Assessment of pupils' learning at the end of a topic is good and the information is used well to identify strengths and areas for development. However, the school does not retain enough samples of past work or track pupils' progress in sufficient detail to enable present levels of attainment to be established and future levels to be predicted. Such strategies are now prominent in the current school improvement plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Leadership and management of the subject are very good.
- Teachers make very good use of information and communication technology to support teaching and learning across the curriculum.
- The impact of whole class teaching is sometimes limited, because there are not enough computers to go round.

Commentary

48. Throughout the school standards are above average and pupils are achieving very well. This is because the school has a clear and successful policy of enabling pupils to use computers as a natural tool for their day-to-day learning from an early age. This has been achieved because teachers and teaching assistants are skilled and confident in the use of computers and provide constant support and reassurance during lessons. In addition, planning for all subjects integrates the use of computer technology. The fact that teaching assistants are confident in the use of computers, means that the pupils with special educational needs, whom they support, also achieve very well.
49. The regular use of computers for their daily work quickly develops pupils' all round confidence. As a result, they become used to working independently, behave well without supervision, and willingly help someone less capable than themselves. All pupils in Year 2 log on to computers independently and save their work at the end of lessons. They show good keyboard skills as observed, for example when they were word processing their work on rhyming words. In Years 5 and 6, pupils' dexterity with the keyboard varies, sometimes in relation to their use of computers outside the school day. On the other hand, all pupils have a good grasp of the many ways in which computers can help them in their learning or simply to access useful information. The majority have reached the stage where they confidently compare the quality of different

research programs, reflecting standards consistently above average for their age. They have a very secure understanding of the wider uses of technology as a basis for all modern communication, clearly demonstrated in their own production of 'Queeny FM', a radio show developed using a combination of spreadsheet software and recording equipment to accurately edit song tracks.

50. Direct teaching of information and communication technology was seen once during the inspection. This was a good, well planned lesson given by the co-ordinator, who demonstrated very good subject knowledge and had high expectations of pupils' behaviour and participation. The pupils' eagerness to take part was a clear indication that this and previous lessons were successfully promoting very positive attitudes to the subject. The limited number of computers for this lesson, on the other hand, indicated that whole class teaching of skills has its limitations where a computer suite is not available because the whole class cannot be actively engaged.
51. The co-ordinator is providing clear direction for the subject and has established strong links with local schools and colleges which are bringing clear benefits for pupils at Queen Eleanor, in terms of support and expertise. He has also introduced a useful skills checklist which provides a clear picture of how well individual pupils are doing. There has been good improvement since the last inspection.

Information and communication technology across the curriculum

52. The use of information and communication technology to support teaching and learning across the curriculum is firmly established and is having a very positive impact on standards.

HUMANITIES

Geography and history were not a focus of this inspection, therefore, no definitive judgements can be made about provision.

53. Opportunities were taken, however, to observe an **history** lesson in the infants, as well as a **geography** lesson in the juniors. The past work of pupils in Years 1 and 2 was made available, but none of the past work of pupils in Years 3 to 6 has been retained. This situation is acknowledged as unsatisfactory by the newly appointed teacher and plans for retention of samples of work that can be used to monitor progress are being implemented. Teachers' long-term planning in these subjects shows that required programmes of study are taught and that learning opportunities are extended well by educational visits and the input of visitors to the school. There is good attention to the needs of pupils with special educational needs, both through planning of learning activities and the provision of support as and when it is needed. These pupils, through constant attention to their full involvement, match the good achievement of their classmates.
54. Good teaching stimulated high levels of interest and good achievement by all pupils in the infants in a **history** lesson on toys of the past and the present. The very good resources used in this lesson included an extensive range of toys from the present day, 50 and 100 years ago. Pupils showed a clear understanding of the passage of time and of the reasons why, for example, 100-year-old toys were not made of plastic, or were not battery-driven. Careful observations by the pupils led to logical responses to the teacher's good questioning. Pupils in Year 2 referred to Victorian toys and explained the meaning of this description. Tasks were set for different age groups and several pupils in Year 1 completed their recording and classification of toys by drawing them and then progressed, without being asked, to label their drawings as the pupils in Year 2 were doing. This was typical of the success with which pupils' learning had been stimulated by the lesson.
55. Good use of a teaching assistant was a prominent feature of the good teaching in **geography**. All juniors achieved good learning in a lesson that was part of a unit based on the area in which upper juniors had a residential visit earlier in the term. Thorough planning of different learning activities for different groups of pupils meant that all pupils were suitably challenged by their work. Standards achieved were typical of those expected of the different age groups. By focusing on the use of persuasive language in producing advertising material to attract visitors

to the locality, pupils' literacy skills were developed well in this lesson. The teacher's skill in promoting the use of language was matched by the teaching assistant working with lower juniors. Her good teaching promoted the involvement of all pupils, using their contributions well to build understanding of the effect of vocabulary on a reader of the poster they designed. Within this unit of work, pupils are increasing successfully their knowledge of geographical terms, of the importance of sources of information such as photographs and maps. There is evidence of pupils' understanding of maps growing systematically over time as they work with maps of different scales. In the infants, for example, pupils measure distances accurately on a plan with a scale of one centimetre representing one kilometre. Such ability and understanding is above average for this age group.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Commentary

56. Provision is planned to fully meet the requirements of the locally agreed syllabus for religious education. Over time, pupils experience a well-balanced programme that successfully develops their knowledge and understanding of key features of Christianity and other major world religions. Pupils also explore the relevance of religious belief to their own lives and this often involves integration with aspects of their personal and social education. For some pupils in the lower juniors, one part of the lesson observed involved a short 'circle time'⁶ where pupils are encouraged to express their individual ideas in a setting that encourages respect for the opinions of others, through good listening, as well as developing the confidence to say what they think knowing that it will be valued. In this lesson, part of a unit on the theme of 'worship', all the pupils in the juniors were considering the common features of acts of collective worship that form part of their own school assemblies. While pairs of older pupils worked very co-operatively, planning a school assembly of their own, other younger pupils used computers to record on a concept map the ways in which aspects of worship, such as praise, thanks and asking are included in the school's assemblies and the feelings that such acts give rise to.
57. There are good procedures for assessment of pupils' learning that identify areas for development, as well as what works well. However, such records are not reinforced sufficiently by the physical evidence of pupils' work in the juniors. This limits the effectiveness of the tracking of pupils' long-term progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Teaching and learning in **art and design, design and technology, music and physical education** were not identified as areas of focus for the inspection and, therefore, no definitive judgements can be made on the overall quality of provision for each of these subjects.

58. Individual lessons were seen in each subject except physical education and some examples of previous work in design and technology and art were made available. The school also provided a curriculum framework for each subject and inspectors were able to speak to co-ordinators and pupils about their work.
59. It is evident from the curriculum plan and the work seen that **art and design** is taught regularly and that the scheme of work provides a sufficiently wide range of opportunities for pupils to develop skills, step by step as they get older. The examples of previous work contained many pieces which were undoubtedly above average in quality. Of particular note were the pencil drawings of Doddington Hall and the pupils' depictions of pollution and water colour underwater scenes. These contained indications that pupils had been taught skills in shading, paint mixing and brushing techniques. It was also clear that the school's caretaker, a capable artist, provides regular specialist support and is making a positive contribution to standards. In a

⁶ 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

session including all pupils in the juniors, achievement was good. This was because the teacher, who was well supported by a capable teaching assistant, had made a wide range of stimulating materials and examples available which successfully inspired pupils' own attempts at composition. The lesson also included very good use of the data projector and digital camera to illustrate examples and record finished work.

60. In **design and technology**, photographs of previous work indicated that a reasonable curriculum is planned and taught, and the work seen was of average quality overall, with none above average. Pupils in Years 3 to 6 are given opportunities to design and make products such as glove puppets, toys and moving vehicles, some powered by electric motors. Appropriate skills, such as measuring, sawing and joining wood were clearly called upon. In a lesson seen in the infants, teaching and learning were satisfactory. There was a good introductory session in which the teacher showed pupils examples of pop-up books and encouraged them to talk about them, using correct terms such as sliders and pivots. This clearly interested the class and whetted their appetite for making their own models. However, pupils had no opportunity to look at examples of the objects they wanted to make and although they tackled the task enthusiastically, they found it difficult because they did not plan the work first.
61. In **music**, a suitable range of skills is planned and taught throughout the school. The subject co-ordinator teaches the infant class and provides them with a good start in learning to compose, write and perform music. This was clearly seen in a very good lesson observed where she divided her class into groups to compose and perform a piece of music to accompany the story of 'The Toy's Sledge'. The lesson was very successful, because she gave pupils maximum opportunity to choose an instrument to match the effect they wanted to create, write down a symbol to represent the sound and then to perform their piece for the rest of the class, using one member as the conductor. This approach produced a boisterous, productive and enjoyable session in which pupils developed an appreciation of the need to play their part with self-discipline and follow instructions from a conductor. Musicianship and singing do not play a significant part in day-to-day aspects of school life such as assemblies.
62. In **physical education**, the lack of a suitable school hall continues to impose the restrictions on the curriculum reported in the previous inspection. The co-ordinator looks actively for means of compensating for this, for example by using the school's strong links with local secondary schools to enable pupils to receive specialist teaching in dance, although there are no arrangements to maintain this as a permanent feature of the curriculum. However, the recent addition of a residential trip to Hathersage for older pupils now provides good opportunities for outdoor pursuits. An appropriate scheme of work is in place to enable teachers to plan all other aspects of physical education and all pupils are taught to swim, with the majority able to swim 25 metres before they leave the school.
63. Co-ordinators are fully committed to their area of responsibility, but there are currently no arrangements to enable them to measure the impact of teaching and learning on standards or of comparing standards in Queen Eleanor with those achieved in other schools. This is recognised by the school and a recently-completed schedule for review of each subject is now in place. There is also insufficient evidence of pupils' past work. In art and design and design and technology, for example, some photographic evidence is kept, although better use of these could be made by creating a portfolio of work, moderated against nationally agreed standards. Similarly, despite some lack of space, better use could be made of existing resources to attractively display and celebrate some of the very good quality work being achieved by pupils, particularly in art and design.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work and so no definitive judgement is made about the quality of provision.

64. The school sees pupils' personal development as an important part of its work. Clear evidence of this can be seen through the good relationships which exist throughout the school and, significantly, in the manner in which older pupils care for younger members of the school community. The school's policy for sex education meets statutory requirements and care is taken to raise issues of healthy eating and drugs awareness. The recent introduction of the eco-council is successfully promoting the notion of citizenship and pupils have clearly been given opportunities to address issues such as pollution through their art work. However, there are currently no arrangements for organising and planning these initiatives on a regular basis through the establishment of an agreed scheme of work, and this is an area for development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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