

INSPECTION REPORT

**ST ANDREW'S CE (AIDED) METHODIST PRIMARY
SCHOOL**

Dronfield Woodhouse

LEA area: Derbyshire

Unique reference number: 112913

Headteacher: Mr J Marlow

Lead inspector: Mrs R S Rodger

Dates of inspection: 29th – 31st March 2004

Inspection number: 260740

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: | Voluntary aided |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| Number on roll: | 216 |
| School address: | Pentland Road Dronfield Woodhouse Dronfield Derbyshire |
| Postcode: | S18 8ZQ |
| Telephone number: | (01246) 417 243 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs K Wilson |
| Date of previous inspection: | 12 th October 1998 |

CHARACTERISTICS OF THE SCHOOL

St Andrew's CE Methodist Primary School is situated in the small village of Dronfield Woodhouse in North East Derbyshire. There are 216 pupils on roll which is an increase since the previous inspection. The school is oversubscribed with 24 pupils joining the school in Years 1 to 6. The area from which the school draws its pupils is predominantly middle class with many professional parents. Pupils are mostly of white British heritage, with a very small number of pupils who speak English as an additional language (EAL). A small number of pupils are entitled to a free school meal. Twenty-one pupils have special educational needs, including five pupils with a statement of special educational need which is above average. Attainment on entry to the school into the Reception class is generally above average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 10347 | Mrs R S Rodger | Lead inspector | Foundation Stage Science Geography History Educational inclusion and racial equality |
| 12682 | Mr J Griffin | Lay inspector | |
| 27426 | Mr T Aldridge | Team inspector | English Music Physical education |
| 32201 | Mr D Shearsmith | Team inspector | Mathematics Information and communication technology Art and design Design and technology Special educational needs |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school. Children enter the Reception class with above average standards. By the time they leave the school standards are well above average in English, mathematics, science and art and design. They are above average in design and technology, history, geography and physical education and average in information and communication technology (ICT). The quality of teaching and learning is very good and all pupils, including those with special educational needs and from minority ethnic groups, achieve well. The very good standards and very good quality of education mean that the school gives very good value for money. Very good leadership by the headteacher and a hardworking staff aid the pupils' good achievement throughout the school.

The school's main strengths and weaknesses are:

- Leadership and management by the headteacher, key staff and the governors are very good.
- Standards are well above average in speaking and listening, reading, mathematics and science throughout the school and also well above average in writing by Year 2.
- Standards in art and design are well above average.
- The quality of teaching by all staff, including teachers and support staff, is very good and results in very good learning by pupils.
- The pupils' attitudes and behaviour are very good; the pupils are very well cared for.
- The innovative design of the enriched and exciting curriculum provides pupils with very good opportunities to apply their literacy, numeracy and ICT skills.
- Links with parents are very good.
- The provision for the spiritual, moral, social and cultural development of the pupils is very good.

The school's improvement since the last inspection has been very good. Standards have improved in English, mathematics and science throughout the school. There is more excellent and very good teaching and assessment procedures are good. Curriculum co-ordinators are more effective.

STANDARDS ACHIEVED

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

Key: A - high; 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. Well above average standards in Year 6 have been maintained in mathematics and science since 2001. Standards in lessons are well above average in English as a result of the priority given to improving writing this year. Pupils are likely to meet the challenging targets set for 2004. Standards by Year 2 were in the top five per cent of schools nationally in writing and science in 2003. They were well above average in reading and writing. Current standards in Year 2 are well above average in reading, writing, mathematics and science and pupils achieve well in Years 1 and 2. Standards are well above average in art and design throughout the school. They are above average in design and technology, history, geography and physical education and average in ICT. No judgement was possible on standards in music. All pupils, including those with special educational needs and minority ethnic pupils, achieve equally well. Children in the Foundation Stage are likely to exceed the early learning goals in all areas of learning by the time they leave the Reception class.

Pupils' personal qualities are very good. Attitudes and behaviour are very good. The provision for **spiritual, moral, social and cultural development is very good.** Attendance is well above average and pupils are punctual.

QUALITY OF EDUCATION

The quality of education is **very good.** Teaching and learning are **very good.** The organisation and management of lessons are very good at all times. Pupils take very good responsibility for their learning when working in the shared resource areas outside classrooms . Teachers have very high expectations and challenge pupils by the questions they ask in the excellent lessons. Teaching is generally very well planned and resources well prepared. Teaching assistants provide very good support, especially for the pupils with special educational needs. Assessment procedures are now good. The curriculum is very effectively enriched by a wide range of out-of-school activities, clubs, visits and visitors. The introduction of more creativity in the curriculum is very effectively enhancing pupils' learning. Provision for special educational needs is generally good. Links with parents and the community are very good. Parents provide very good support for pupils' learning at home and in school. Pupils are very well cared for and enjoy coming to school.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher has an excellent vision for the future direction of the school that is very well set out in the school development plan. Governors are challenging and very well informed about the school's strengths and areas for improvement. The governors ensure that the school meets all statutory requirements. Arrangements to check the progress pupils make as they go through school are rigorous and very thorough; all subject co-ordinators are involved and have a good understanding of the strengths and areas for improvement in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the work the school does for their pupils. They particularly value the high priority given to reading and the after-school clubs, especially the Discovery Club. Pupils are happy and very enthusiastic about school. Pupils in Year 6 value the adult way in which they are treated. Pupils know they have to work hard and that there will always be someone they can turn to if they have any problems.

IMPROVEMENTS NEEDED

The school has no areas for improvement.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school for all pupils, irrespective of their gender, special educational need or ethnicity. Standards are well above average in speaking and listening, reading, mathematics, science and art and design throughout the school. In writing standards are well above average by Year 2 and above average by Year 6. Standards in information and communication technology are in line with national expectations. They are above average in history, geography, design and technology and those aspects of physical education inspected. No judgment was made on standards in music due to lack of evidence. Children enter the Reception class with above average standards in all areas of learning. They are likely to exceed the early learning goals by the time they start in Year 1 in all areas of learning.

Main strengths and weaknesses

- Well above average standards and very good achievement in science throughout the school.
- Standards are well above average in speaking and listening and reading throughout the school.
- Well above average standards in art and design.

Commentary

1. In the Year 6 national tests for 2003, standards were well above average in mathematics and science and above average in English. Compared to similar schools, standards were well above average in science, above average in mathematics and average in English. A well above average proportion of pupils achieved the higher Level 5 in science, an above average proportion in mathematics and a below average proportion in English compared to similar schools. The school has tackled the slight fall in writing results and has set challenging targets for the 2004 national tests in all subjects. Pupils' performance is in line with the national upward trend, with girls slightly outperforming boys in English. The value added to performance from Year 2 to Year 6 is average. Current standards in Year 6 show an improvement in English and have been maintained at well above average in mathematics and science. Standards have improved considerably since the previous inspection.
2. In the 2003 Year 2 national tests standards were well above average for reading and mathematics. They were in the top five per cent of schools nationally in writing and also in teacher assessment for science. A similarly high proportion of pupils achieved the higher Level 3 in writing, a well above average proportion in mathematics and an above average proportion in reading. Current standards in Year 2 continue to be well above average in speaking and listening, reading, writing, mathematics and science.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 17.6 (17.3) | 15.7 (15.8) |
| writing | 18.2 (17.4) | 14.6 (14.4) |
| mathematics | 17.6 (17.7) | 16.3 (16.5) |

There were 29 pupils in the year group. Figures in brackets are for the previous year.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.0 (30.0) | 26.8 (27.0) |
| mathematics | 28.9 (30.0) | 26.8 (26.7) |
| science | 30.7 (29.8) | 28.6 (28.3) |

There were 31 pupils in the year group. Figures in brackets are for the previous year.

- Achievement in ICT is good, although standards remain in line with the national expectations throughout the school. Information and communication technology is used exclusively to support learning in other subjects, well supported by laptops and small computer areas strategically placed around the school. Standards in art and design are well above average and reflect very good teaching and the high priority given to the creative arts throughout the school.
- Achievement in the Foundation Stage is good. The children start school with above average standards in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. By the time they leave the Reception class, the children are likely to exceed the early learning goals in all areas of learning.

Pupils' attitudes, values and other personal qualities

Pupils show **very good** attitudes towards school and their work in lessons. Behaviour is very good and relationships between pupils and with adults are excellent. Pupils' personal qualities are **well developed**. Pupils' attendance and punctuality are **very good**.

Main strengths and weaknesses

- Pupils are very determined and work very well with the result that they succeed well.
- Pupils show very good levels of interest and take very good responsibility in all aspects of the schools' work.
- Pupils' personal development is very well developed; their spiritual, moral and social development are very good and their cultural development is good.
- Attendance is well above average and pupils thoroughly enjoy coming to school.

Commentary

- All pupils are proud of their school and enjoy attending. School plays an important part in pupils' lives. For example, a group of Year 6 pupils ranked school ahead of hobbies, level with friends and only behind family, in a list of important things in their lives. The excellent relationships among pupils and with adults, the wide range of clubs and the way teachers make their learning enjoyable are the features that lead to the pupils' very positive attitudes. In most lessons, pupils listen very well and show very good levels of interest, concentration and determination to succeed. Pupils respond particularly well when expectations are high, lessons are demanding and they are able to engage in a variety of practical activities.
- Behaviour in classrooms, during lunchtime and playtimes is very good. Staff set high expectations for behaviour. The very good and reliable behaviour of nearly all pupils is a key element in the very positive atmosphere for learning and social development that prevails. There are no incidents of racism. Rare incidents of bullying are taken very seriously and rapidly resolved by staff. Exclusions are very rare. There have been no exclusions in the previous school year.

7. All pupils exceed the early learning goals related to their personal, social and emotional development by the time they leave the Reception class. Most lessons, across the full range of subjects contribute very well to the pupils' spiritual, moral, social and cultural development. The school's use of circle time, where pupils share their feelings and concerns, is an important contributor to the pupils' very good social development. Pupils' self-esteem and confidence are very strong features. Pupils have a very well developed sense of right and wrong. This was very evident in their response to the missing five pounds during assembly. The pupils show very good levels of respect and care for others. The range of art and design that pupils experience and their very positive attitudes to learning make a major contribution to their very good spiritual development. Pupils have a very good understanding of their own culture through their involvement in the church on site and other customs in the local community. Pupils learn about other cultures through their study of the major faiths and as a result of the high priority given to the creative arts.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.5 | School data | 0.2 |
| National data | 5.4 | National data | 0.4 |

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

8. For several years the school's attendance has been consistently well above the national median. The school's measures to monitor absence and promote high attendance are good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **very good**. Very good and excellent teaching has a good impact on pupils' learning and they achieve well as a result. Provision is enhanced considerably by a rich, innovative and exciting curriculum and excellent out of school provision. Pupils are cared for very well and there are very good links with parents and the community.

Teaching and learning

Teaching and learning are **very good**. Teaching is consistently either very good or excellent in Years 2 and 5. Teaching in science and art and design is very good. Improvements to teaching and assessment since the last inspection have been very good.

Main strengths and weaknesses

- The teachers' expectations are high and there is a very good level of challenge, especially in science.
- Lessons are very productive; pupils take very good responsibility for their learning and work well independently.
- The organisation and management in lessons are very good, especially the way pupils are managed in small spaces in Years 3 to 6.
- Classroom assistants contribute very well to teaching and learning.
- Assessment arrangements are effective.

Commentary

Summary of teaching observed during the inspection in 37 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 3 (8%) | 13 (35%) | 16 (43%) | 5 (13%) | 0 | 0 | 0 |

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

9. Teachers have high expectations and generally make sure the pupils, irrespective of their abilities, gender or ethnicity are achieving as well as they can. For example, the cameo below of outstanding practice illustrates this very well.

Example of outstanding practice

Year 2 pupils learned how to carry out a fair test in science as a result of high quality teaching and learning.

Quick fire, brisk questioning by the teacher checked what pupils remembered from their previous lesson. Answers showed a secure knowledge and understanding of fruits, seeds and the various types of fruits and kinds of fruits liked by animals. Further discussion led to pupils thinking about the meaning of *survival*. Working in pairs the pupils were asked to record what they thought on their whiteboards. Typical responses, such as light, heat, water and sunshine were elicited from the pupils, with more able pupils suggesting carbon dioxide. Armed with the knowledge that plants need water, light, sun, warmth and soil as a result of very precise and skilful exposition, the pupils set about designing their own investigation to show that plants need certain conditions in which to survive. The clarity of instruction and excellently prepared and managed lesson meant that the pupils tackled setting up the investigation confidently and in very good collaboration with their group. Pupils listened intently to each other and were able to suggest a range of places to leave their plants. At all times, the pupils' ideas were valued and shared with the whole class as they pondered on the ways in which they could make their investigation fair. Pupils, with very good support from a teaching assistant, found a solution to the problem and considered how to make the test fair. At all times, high quality intervention and questioning helped to extend the pupils' understanding.

10. Space in Years 3 to 6 is at a premium and pupils regularly work outside the classroom, especially when carrying out research using the Internet and during group work in the art area. The teachers ensure that the pupils use these areas productively. The pupils' level of co-operation and concentration on what they have to do are no less diminished at such times as they are very well motivated and keen to learn. For example, Year 4 pupils checked a range of ways in which forces are exerted using a computer program, alongside their own investigations into measuring the power of different forces. Lessons are very well organised and managed. Pupils clearly understand the school's behaviour expectations and behave very well in lessons.
11. Year 6 pupils complete high quality assignments in history in their own time and at home based on work covered in school. Several subjects are included in the assignments. Pupils are aware of the assessment criteria and how to meet the high standards expected. They demonstrate a very good sense of audience; for example, 'I have learned what it would be like to be alive during the war, and that it wasn't a very nice time. I have learned that we should be thankful for what we have and should not take it for granted. I hope you have enjoyed reading my project as much as I have enjoyed writing it'. Pupils are very well supported by skilled classroom assistants, especially in English.
12. Assessment procedures are good overall and are beginning to be used well to track and monitor pupils' progress and set targets for improvement. In Years 1 to 6, annual national statutory and optional tests are undertaken and the results are carefully analysed in English, mathematics and science to identify strengths and weaknesses in teaching and learning. The school makes good use of various commercial materials to make assessments in English,

mathematics and science throughout the year. Teachers make useful assessments at the end of units based on the National Curriculum level descriptors.

13. Good tracking systems are now in place and show the progress that pupils are making towards the targets they have been set and whether this is good enough. These targets are reviewed termly to identify pupils who are not doing as well as they should. Reasons as to why these pupils are underachieving and ways forward for these pupils are then discussed. All pupils have an achievement folder, introduced two years ago, where assessment information is recorded along with samples of work. This provides a good ongoing comprehensive record of pupils' achievements. In Years 1 and 2, good reading records are maintained and there is a useful home/school diary which provides useful information for parents which is appreciated by them.

The curriculum

Curriculum provision is **very good**. The school provides a broad, balanced and innovative curriculum that is enhanced by an excellent range of enrichment opportunities through integration of subjects, clubs, practical activities, visits and visitors. The quality of accommodation and resources is good and adequate for the delivery of the curriculum.

Main strengths and weaknesses

- Very good curriculum planning ensures that the curriculum has depth, a good balance and is relevant to the pupils' needs.
- Excellent use of links across subjects, visits, visitors and events brings the curriculum alive.
- There is a very good range of out of lesson clubs and activities which caters for all pupils.
- The school is very inclusive and committed to ensuring all individuals and groups have equality of access and opportunity.
- The strong emphasis on numeracy, literacy and science enables pupils to achieve well in these subjects.
- Peripatetic music provision is very good and encourages those who display musical talents.
- Provision for pupils identified as having special educational needs is good and ensures they achieve well.
- There are good arrangements to support pupils moving from Reception to Year 1, Year 2 to Year 3 and Year 6 to Year 7.
- The use of ICT to support learning in other subjects is good.

Commentary

14. The curriculum in the Foundation Stage is based on the six areas of learning. Each half term, the children follow a topic of interest linked to these six areas. A high priority is given to literacy and numeracy, which is taught well every day in a range of imaginative ways, sometimes requiring the children to follow very precise instructions and at other times more responsibility given to the children to select for themselves what they wish to do. Opportunities to work in this way are restricted by the limitations of space in the Reception class. The newly acquired, dedicated outdoor area of learning has the potential to improve provision considerably and this is well underway.
15. The curriculum provides a very good basis for pupils' learning. It meets statutory requirements, including provision for religious education and collective worship and is very firmly established on the National Curriculum. The school uses national guidelines very well to tailor its planning to suit the needs of the school. A regular programme of visits and visitors enriches the curriculum very well. There is an annual residential visit for Year 6 pupils, which provides very good opportunities to promote pupils' personal and social development through a wide range of adventurous activities. The whole school regularly takes part in activities which bring learning alive such as an arts week, world book day and a music week.

Example of outstanding practice

Take one picture – ‘The Stonemasons Yard’ by Canaletto

The school used ‘The Stonemasons Yard’ by Canaletto as the stimulus for inspiration to integrate various areas of the curriculum.

The Venetian scene captured pupils’ interest and extended their understanding across a range of subjects and clubs. The long term project provided real, hands-on opportunities for pupils to employ a number of artistic skills, for example, mask making, collage, landscapes and paintings of clowns reflecting the theatre of Venice. The canal inspired pupils to look at canal art in this country. Pupils made a model of a Venice street making buildings, bridges, gondolas and gondoliers. The picture was used to explore co-ordinates in mathematics and geographical map and research skills looking at Venice and Italy. Some pupils visited the stonemason’s yard at York Minster to see how stone was cut and shaped and then carved designs in blocks of soap as part of design and technology. Others investigated the use of pulleys to raise stones and drying properties of different fabrics in science. Herbs growing on the window ledges led to pupils to grow their own seeds and make observational drawings. In literacy, character studies and stories were written based on the characters in the picture. The co-operation required to make the topic a success gave pupils valuable first hand opportunities to develop interpersonal skills and experience decision making in a real life context. This built their confidence well and pupils’ sense of achievement is evident in the record of the work.

16. The school places great emphasis on English and mathematics and the National Strategies for Literacy and Numeracy have been used well by teachers as their basis for planning in these subjects and contribute very well to the high standards in these subjects. Literacy and numeracy skills are developed and used very well in other subjects such as science, design and technology, history and geography.
17. The school is strongly committed to ensuring equality of access and opportunity and providing for all its pupils. This is achieved very well through special educational needs intervention, catch-up programmes and very good support provided by teachers and teaching assistants in lessons. All pupils on the special educational needs register have clear individual action plans and targets highlighting the pupils’ individual needs, which are regularly reviewed. Pupils identified as having special educational needs have access to the same curriculum and opportunities as other pupils of their age. The school identifies pupils who are particularly gifted or talented and extends their provision through providing more challenging tasks and enrichment activities such as peripatetic music tuition.
18. Provision for pupils’ personal, social and health education is very good. The school is currently reviewing the policy and curriculum with a view to greater integration with other subjects. The school’s procedures to ensure continuity and progression for its pupils are very good. There are clear procedures in place and links with the feeder nurseries and playgroups are very good. There is a very smooth transition between Reception and Year 1 and between Year 2 and Year 3. Arrangements with the local secondary school are very good with pupil visits and teachers visiting the school to teach French, art and physical education.
19. There is high quality support for learning outside the school day with a very wide range of clubs and activities for all ages including art, drama, French, sewing and sport. All are very popular and well attended. There is a strong focus on music and all Year 2 pupils have the opportunity to learn the recorder. Recorder clubs continue into the juniors and pupils regularly accompany singing during daily worship. Peripatetic music tuition is available for woodwind, brass and stringed instruments, including the guitar and several pupils take up the opportunity to learn an instrument. They form the basis of the school orchestra which practises weekly and performs at special events such as Harvest Festival and Christmas. There is a daily breakfast and after school club and very good links with the local church which also provides after school activities. Opportunities for pupils to participate in sporting activities with other schools are good and there are tournaments held annually in football, netball and rounders. Outside agencies assist with football and tennis coaching.

20. The school provides a wide range of well-established visits and visitors to the school. Participation in the arts is a strength of the school with very good music and drama activities and the school has recently applied for the Silver Arts Mark Award. There are regular school plays and activities for both older and younger pupils to which parents and friends are invited.
21. Sufficient very well qualified teachers are available to teach the curriculum. They are supported by enthusiastic classroom assistants who have a very good range of skills and experience to undertake the tasks to which they are assigned.
22. Good resources are in place to meet the needs of the curriculum in all subjects except in design and technology and information and communication technology where they are satisfactory. There is a well-equipped hall for indoor physical education lessons and spacious grass and hard play areas for outdoor activities. Some of the classrooms are small for the number of pupils. The school makes good use of the shared resource areas to combat this difficulty.

Care, guidance and support

The school cares **very well** for its pupils. Pupils get **very good** support, advice and guidance. There are **good** measures to involve pupils in the school's work and development.

Main strengths and weaknesses

- Teachers know their pupils very well and work effectively with parents to support children who have difficulties or problems.
- Support and guidance for pupils at transition points through the school are very good.
- The school regards the views of pupils as important to its work.

Commentary

23. Parents justifiably talk about the high quality care that pupils get, based on an exceptional emphasis on treating each pupil as an individual. Staff know pupils very well and where there are concerns, teachers and other staff work very closely with pupils and their parents to identify how the concerns can be overcome. They act quickly if a pupil is unhappy or under pressure and are careful to make sure new arrivals are helped to settle in; as a result, pupils feel fairly treated and have a good and trusting relationship with one or more adults, as the pupils' survey confirms. Levels of minor accidents are low in the playground, helped by separate zones for different activities. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked after pupils.
24. The arrangements for induction into the Reception class are very good. Arrangements around the transfer to secondary school are well established and effective. The support of all pupils' achievement, through monitoring, is frequent, thorough and effectively shared with pupils and parents. Very good attitudes, work and achievements outside of school are very effectively recognized in celebration assemblies. Year 6 pupils say that teachers expect them to behave in a more grown up way as they move through school. Staff discuss the outcomes of tests with pupils and regular marking provides helpful suggestions on how their work can be improved. Year 6 pupils are directly involved in creating termly targets, in relation to both personal development and progress in English and mathematics. This is very good practice, as it directly involves the pupils in making decisions about their learning and personal development.

Partnership with parents, other schools and the community

There is a **very good** partnership with parents. Links with the local community make a **very good** contribution to pupils' personal development. Links with other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents are very well informed about the progress their children make as they go through school.
- The school is very much part of the local community through very good links with the church and the provision made by the school to support organisations that provide services for the community.
- Very good links are made with feeder schools and training institutions.

Commentary

25. The school's partnership with parents works very well. The inspection survey and the parents' meeting reveal that parents are exceptionally positive about what the school provides and achieves. The key contributions to the successful partnership include:
- the emphasis given to enabling parents to share any concerns;
 - the quality of opportunities and materials provided to help support pupils' learning; termly parents' meetings and curriculum information, for each year group; and
 - clear homework arrangements, supported by the reading record, including suggestions for parents on features to emphasise as they listen to their children read.
26. Parents contribute significantly to the very successful partnership. They send their children to school regularly, leading to consistently well above average attendance levels. Parents of nearly all pupils attend the termly parents' meetings. Through the parent, teacher and friends' association, parents organise successful fund-raising events.
27. The school plays its part as a resource for the local community. The before and after school clubs, housed on the site, provide important support for working parents. A junior football club uses the field, while other local groups use the church on site. There are close links with a number of local churches. Pupils attend church services, while local vicars take assemblies. Pupils' learning benefits from a good range of visitors and visits. As part of the *Artsmark* status, each year pupils enjoy a week of art, dance and musical activities from other cultures. Public services, such as the police and fire services enrich the curriculum. Pupils take part in a range of collections and sponsored events for charity. The school orchestra performs at the local hospice and at the annual Dronfield Well dressing event.
28. The school has very good links with other primary schools in the local cluster. Regular headteacher meetings have led to school-based training for teaching assistants and shared support for ICT hardware and software development. There are very good links with the local secondary school to which nearly all Year 6 pupils transfer. For example, a French teacher gives all junior pupils a five week introduction to French and Year 6 pupils also take part in a range of sporting activities provided by physical education staff. There are good links with the local pre-schools. Trainee teachers from Sheffield Hallam University undertake their training in the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher is an innovative and knowledgeable curriculum leader. In the relatively short time he has been in the school he has recognised and built on the strengths of individual teachers and created a strong, talented team, well supported by knowledgeable and exacting governors.

Main strengths and weaknesses

- Innovative leadership by the headteacher, well supported by the senior staff and all teachers.
- Strategic planning and vision for the future development of the school is excellent.
- Governors are very knowledgeable, challenging and supportive and have high expectations.

- The role of the subject co-ordinators is well developed and effective.

Commentary

29. The headteacher is a very good leader and manager. He recognises and fosters the talents of staff and pupils alike. He provides the opportunity to create a rich and varied curriculum through the creation of key roles to promote the creative arts. As a result, the school is developing a distinctive character. Very good opportunities are provided for pupils to apply basic skills across several subjects.
30. The headteacher has a clear vision for the future direction of the school. The key priorities for the school are firmly embedded in the school improvement plan and positive actions are taken to improve the school. For example, priorities for the current year that are having a good impact on the quality of teaching and learning include: providing a dedicated outdoor area for the Foundation Stage; increasing the number of laptops to enhance provision in ICT; achieving the Silver Arts Mark Award; implementing a new science scheme; and developing the role of curriculum co-ordinators. Thorough analysis of the national test results identified the need to improve writing in Years 3 to 6 which is developing well.
31. The governing body is very effective. They use their professional skills very well to assist the school. For example, a survey of the demographic trends for the next few years has contributed to the actions that will need to be taken in the future to secure the current staffing levels in the school. They are campaigning to get the feeder secondary school to change its admission criteria so that pupils living out of the catchment area can attend the school. Several governors are also parents or work in the school. This provides them with a good overview of school developments, albeit in an informal way. The governors are challenging, have very high expectations and ensure that the school has a key role to play in the local community. They diligently check that statutory requirements are met and are kept well informed by the headteacher via his termly report. Governors are well involved in school events.
32. The role of all curriculum co-ordinators is well developed. They all have an opportunity to check the standards and teaching in the subjects for which they have responsibility. This is providing them with a good understanding of the strengths and weaknesses in their subjects. Written feedback to staff is thorough and provides key points for development. For example, weaknesses in the marking of pupils' work has been identified as an area for improvement and is progressing reasonably well, although there are some inconsistencies across the school. The opportunity for co-ordinators to develop a wider understanding of teaching, learning and standards in their subjects is only effective because the headteacher covers for the co-ordinators to allow them to have a half day each term monitoring their subjects. Where leadership by a co-ordinator is particularly effective, such as that of the mathematics and science co-ordinators, this has a very good impact on the quality of provision.
33. Management of the school is very good. Arrangements for performance management are well established. The school makes a good contribution to initial teacher training and currently has one trainee in school. Financial management is secure and very good steps are taken to ensure that the school achieves best value in the core aspects of its work. Systems for the appointment of new staff are very rigorous and governors are well briefed. As a result, the outcomes of recent appointments to the school are clearly evident in the high quality of the three most recent members of staff. Considerable savings were made to the budget by looking beyond the LEA for some services. Governors have a financial report at each meeting and check the flow of money in and out.
34. The school has no barriers to learning, although the demography of the area could have an impact on the future roll of the school. The significant aids include the high quality strategic planning, the very good attitudes and behaviour of the pupils and the very good support provided by parents.

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | |
|----------------------------|------------|
| Total income | 455,575.26 |
| Total expenditure | 492,928.40 |
| Expenditure per pupil | £2,160 |

| Balances (£) | |
|-------------------------------------|-----------|
| Balance from previous year | 31,830.00 |
| Balance carried forward to the next | -5,523.20 |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. The children enter the Reception class with attainment that is generally above average. The children achieve well in all areas of learning as a result of good teaching and the very good support provided by parents. Provision is well-managed and the children quickly settle into the routines of the school as the great majority of them have attended the pre-school on site. The quality of teaching and learning overall is good. The support provided by the teaching assistant is well managed and contributes well to the children's overall good achievement, especially in small group activities. The good provision at the time of the last inspection has been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well as they are encouraged to work independently and to take responsibility for their learning.
- Children are achieving beyond the early learning goals for this area of learning.

Commentary

35. The teacher and the nursery nurse ensure that the children quickly learn to follow the routines of the class very quickly because of the space limitations. As the children gathered on the carpet for registration they showed very good levels of collaboration as they discussed what they were doing at the weekend: "Do you want to come to my house?" a child asked her neighbour. The children moved to a table activity without fuss and the two unsupervised groups worked well independently and concentrated on their counting tasks. At all times, there are trusting relationships and the children show remarkable tolerance in the cramped conditions in which they work. They take responsibility for taking the registers to the office, for watering plants and taking very good account of the needs of each other as they carefully make their way past children sitting on the floor.
36. Relationships are very good. The children show above average attainment in their ability to concentrate and persevere with activities. They listen intently to stories, follow instructions accurately and talked confidently about their seeds and how well they were growing. Teaching is very good and a high priority is given to this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children write independently using correct punctuation and a capital letter to start a sentence.
- Information and communication technology is used well to support reading development.
- The children are competent, confident speakers.

Commentary

37. A high priority is given to developing early writing skills. Good teaching models writing for the children who quickly recognised an exclamation mark. The children's books show that they have written several sentences and know that they need to start a sentence with a capital letter. Letters are generally well formed and uniform in size.
38. Small groups work well with the nursery nurse in reading sessions using the laptops with confidence and reasonable skill levels. They join in with reading *We're going on a Bear Hunt*. The children sequence the story accurately and well when promoted to recall reading it the previous week. They begin to predict what will happen next which is very good achievement. Good expression is used by the children as they read together. Achievement is good and the children are likely to exceed the early learning goals in reading by the end of Reception. At times, carpet sessions for the whole class are too long and some children start to get restless.
39. The children talk readily and confidently about their own experiences; during snack time for example, a boy talked about the antics of his rabbit with his group. Other children volunteered anecdotes about their pets. The children are encouraged to talk as they engage in practical activities. A small group observing the properties of materials volunteered several words to describe what happened when the clay was submerged in the water. Provision builds well on the children's above average attainment on starting the school.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- A high priority is given to developing ideas and solving practical problems.
- Teaching is very good and the new outdoor area is used well.

Commentary

40. The majority of children are meeting the early learning goals in all aspects of this area of learning and are likely to exceed them by the time they leave Reception. The use of mathematical vocabulary is very good. For example, when describing emptying and filling containers with water, the children used the correct terminology of 'half' or 'completely full' accurately. A group of more able children worked independently filling containers with corks and cotton reels and recorded numerically how many there were in each container on a whiteboard. Many of the children showed an understanding of two digit numbers which they wrote with a little help from the 100 square displayed next to them. All the children recognise numbers to ten and understand how to group them. Many opportunities are provided for the children to use numbers in all areas of learning.
41. A short session requiring the children to count outside took place, but was not observed. This was a suitable activity as it enabled the number of pupils in the small Reception area inside to spread out and take part in movement activities alongside the main purpose of the session which was to count in twos.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of ICT to support learning.
- Effective use is made of the children's own lives to learn about the past.
- Practical activities are used well to develop an understanding of investigation and exploration.

Commentary

42. Information and communication technology is integral to the children's learning in all areas of learning. They use the laptops to read in group time where the children carefully and accurately press a sensor pad to turn the pages and to read a page of a story. At other times, the children use a drawing program and word process to write a simple sentence.
43. The children are likely to exceed the early learning goals in this area of learning by the time they leave the Reception class. Teaching and learning are good and, as a result, the pupils' achieve well. Good encouragement is given to the children to talk about their lives. For example, the children shared photographs of themselves as babies and talked confidently about the toys they played with as babies and the differences between then and now. Good use was made of ICT to print out their photographs using a scanner. The children were amazed as this happened. At other times, the children talk about where they come from and how they grow before they are born. Simple time lines show that the children begin to understand that objects can be put in chronological order. The 'I can' statements show that the teaching has high expectations and builds well on the children's curiosity and high levels of interest.
44. A practical investigation was carefully planned to help the children observe how materials can be changed when submerged in water. Using their senses, the children effectively described what was happening to the clay when it was dipped into the water.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The children demonstrate above average levels of skill in co-ordination and control.
- Children show a good level of understanding of what it means to keep healthy.

Commentary

45. The children are meeting the early learning goals for this area of learning. This is good achievement, based on their above average attainment on entry to school. The children copy movements, some to the rhythms of music. They effectively begin to control a ball with their feet and work well in pairs. They show they understand how to control their bodies by stopping and starting and following instructions.
46. As a result of very good teaching, the children learn that warming up activities will have an effect on their bodies. They develop good spatial awareness. A recently completed dedicated outdoor area for the Reception class and the pre-school is well resourced with tricycles and other wheeled toys. However, the use of this area is not yet fully planned into all areas of learning.

CREATIVE DEVELOPMENT

47. It is not possible to make an overall judgement on provision in this area of learning as little teaching was seen. The children are effectively encouraged to take part in role play linked to their topic. For example, a small group took on the roles of hospital staff in the hospital area. The children show good levels of imagination. The children are likely to achieve the early learning goals in this area of learning by the end of Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading and speaking and listening are well above the national expectations at the end of Year 2 and Year 6.
- The use of literacy skills in other subjects is very good.
- The quality of teaching and learning is good overall and often very good with most pupils achieving well.
- The use of drama to develop pupils' understanding of language is very good.
- Marking in Years 3, 4 and 6 does not always give pupils a clear indication of how well they are doing or what they have to do to improve.

Commentary

48. Inspection evidence and the school's assessment and tracking records show that standards in English are well above the national average at the end of Year 2 and above at the end of Year 6. This is similar to that found in national test results over the last few years although there have been variations year by year at the end of Year 6 because of the make up of particular groups of pupils. Most pupils, including those identified as having special educational needs, achieve well throughout the school. Pupils identified as having special educational needs are well supported both in the classroom and through withdrawal groups. There is no significant difference between the performance of girls and boys and all pupils are fully included in all activities.
49. Improvement since the last inspection has been good. Standards have been maintained at above the national average or better in all elements of English. The role of the subject leader, an area for development at the time of the last inspection, has improved with monitoring and evaluation of teaching and learning now undertaken on a regular basis.
50. Standards in speaking and listening are well above the national average at the end of Year 2 and Year 6. Most pupils speak very confidently and make themselves clearly understood, using a wide and varied vocabulary. Staff provide a wide range of opportunities for pupils to develop speaking and listening through questioning, encouraging discussions during lessons, giving presentations and through a strong emphasis on drama opportunities in lessons, assemblies and school plays.
51. Standards in reading are well above the national average at the end of Year 2 and Year 6 and this aspect has high priority across the school. There is a structured reading programme in Years 1 and 2 by the end of which most pupils are fluent readers. There are good opportunities during the school week for pupils to engage in group, paired and silent reading and these activities are well organised. All pupils are encouraged to read with parents and carers at home and this helps them to move forward well. Reading diaries in Years 1 and 2 provide clear guidance for support at home which pleases parents. Pupils are clear about the strategies that they need to use to work out how to read words and sentences and most tackle new reading material confidently. These are further developed in Years 3 to 6 so that pupils have a positive attitude to reading both for pleasure and research. Older pupils are developing firm preferences for the work of different authors; Dick King Smith, Jacqueline Wilson and J K Rowling are firm favourites. Pupils regularly undertake book reviews and recommend them to others. Book areas in classrooms and libraries are well organised within the available space and displays capture pupils' interest. The school has identified the need to further improve

resources in both libraries and provide better opportunities for research using modern technology in the juniors.

52. Standards in writing are well above the national average by the end of Year 2 and above at the end of Year 6. Improving standards of writing especially in Years 3 to 6 is currently a whole school priority and is beginning to raise standards further. From an early age, pupils are taught to write for a wide range of purposes and readers, using imaginative and adventurous words. Standard English, punctuation and spelling strategies are well taught and pupils regularly take words home to learn to extend their vocabulary. Pupils are encouraged to develop a legible joined style of handwriting and by the end of Year 6 most pupils have achieved this using an ink pen and taking a pride in presentation.
53. The quality of teaching ranges from satisfactory to excellent and is good overall. In Years 1 and 2, it is evident from lesson observations and work in pupils' books that teaching is very good. There is a strong emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities and this enables pupils to achieve very well. In Years 3 to 6, teaching is good overall with very good teaching seen in Year 5. Relationships, high expectations and good management of time and pupils are strong features of most lessons across the school. This results in pupils showing positive attitudes to learning and very good behaviour because they are well motivated and keen to learn. Questioning is used well to make pupils think although occasionally pupils are not sufficiently engaged as teachers take answers only from those who raise their hands and there are no follow up questions.

Example of outstanding practice

An excellent part of a literacy session in which Year 2 pupils wrote their own poems based on 'What is Red?'

During the week pupils had been looking at poems and rhyming couplets which they had thoroughly enjoyed. The teacher clearly shared the lesson purpose with pupils so they knew what they were learning. Working with a partner, the teacher asked them to record on mini-whiteboards, the first thought that came into their heads for each colour and talk to their partners about their choice. The teacher then wrote out the poem colour by colour using samples from the pupils and leaving a line between each contribution. The teacher and pupils then carefully tapped out the rhythm and beat of the poem to enable them to complete each missing line. The teacher completed the poem filling in missing lines using pupils' contributions ensuring the lines maintained the correct rhythm. The pupils reacted very well because of the teacher's enthusiasm and motivation. Relationships and atmosphere in the classroom were excellent. Pupils then moved to their tables and wrote out their own poems with some using laptop computers. All pupils were totally engrossed and made tremendous strides in understanding rhythm and rhyme, enthusiastically writing their own high quality poems. The activity also developed very well pupils' speaking and listening skills and promoted their personal development through working with a partner.

54. Staff have worked hard to further raise standards in writing in the juniors by thoroughly analysing test results, moderating pupils' work, using target setting to add challenge to pupils' work and monitoring the quality of teaching and learning. Additional factors, which would contribute to further improvement, are:
- clearer marking so that pupils know what they have to do to improve;
 - planning different activities for ability groups rather than all pupils undertaking the same activity; and
 - providing more focused individual pupil targets.
55. The subject leader provides good leadership and management. She has a clear overview of what needs to be done to raise standards in Years 3 to 6. She recently introduced a monitoring and evaluation policy which now provides regular opportunities for monitoring of teaching, learning and standards. Activities, such as an arts week and celebration of World Book Day, enhance the subject very well. English contributes well to pupils' spiritual, moral, social and cultural development through the range of materials used and opportunities for pupils to work together.

Language and literacy across the curriculum

56. Very good use of literacy skills is made in other subjects such as science, history, geography, design and technology and religious education. Provision is very good and teachers understand very well the importance of teaching pupils to use language and literacy skills in other curriculum areas. Competence in researching for facts is built up through Internet searches as well as regular use of information texts in history and geography. The use of ICT is developing and has been identified as an area for development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 2 and Year 6.
- Teaching is good and sometimes very good.
- Achievement is good with pupils making good progress in lessons.
- The subject is very well led, monitored and evaluated.
- Numeracy skills are well developed in other subjects.

Commentary

57. Standards have improved since the last inspection in Year 2 and have been maintained in Year 6. The results of the 2003 national tests in Year 2 and Year 6 were well above national expectations and above average compared to similar schools. These results reflect the good and very good teaching of the subject and the pupils' very good attitudes to learning. Generally, pupils achieve well, irrespective of their gender, special educational need or ethnicity. Work is well matched to the needs of the pupils.
58. Direct teaching is a strength of the school and in a Year 5 lesson excellent teaching and learning were seen. Features of the very good teaching include: well organised and efficiently managed lessons; very good relationships between the pupils and their teachers and each other. Pupils generally take very good responsibility for their learning and work independently at a good pace. Expectations are high and pupils are encouraged to explain their own methods of completing mental calculations to others in the class as a matter of course. There is good use of ICT to support learning. For example in Year 2, pupils used laptops to work out number sentences. At times, all pupils in the class complete the same work irrespective of their capability and too little use is made of whiteboards and show me cards to involve all pupils in the oral and mental starter sessions.
59. Classroom assistants are used very well to support teaching and learning. They generally work from the same learning objective, that is appropriately modified to meet the needs of less able pupils and pupils with special educational needs.

Example of outstanding practice

Year 5 pupils learned to add pairs of decimals and to understand how to create different kinds of graphs on the computer as a result of outstanding explanations and encouragement to the pupils whose achievement was excellent as a result.

All pupils were expected to contribute in the very brisk question and answer session that preceded the main task of the lesson: to add decimals and to explain to each other the different ways of doing this. Constant encouragement and involvement of all pupils ensured there was very good understanding of different ways to add decimals. Skilful teaching then effectively applied this knowledge to a problem-solving activity whereby the pupils learned about probability and the chances of particular outcomes as they tallied the chances of heads or tails when tossing a coin. Excellent direct exposition and questioning kept pupils enthralled as they pursued the task and recorded their findings using several different kinds of graph. Constant attention to the contribution of all pupils and the good expectations of excellent behaviour all contributed to very good achievement in the lesson.

60. The leadership of the subject is very good. The curriculum leader is enthusiastic and is aware of current issues around the National Numeracy Strategy. Pupils cover all aspects of the National Curriculum well and in some depth. The co-ordinator has a termly allocation of time to monitor and evaluate the subject. This time is used well to check planning, pupils' work and in the summer term the quality of teaching and learning through classroom observations.
61. Thorough analysis of the national test results takes place each year. Pupils in some classes have challenging targets to work towards achieving. This is particularly effective in Year 6.

Mathematics across the curriculum

62. The subject is applied well in other subjects, particularly science where there are very good opportunities to use tables and line and block graphs to record the outcomes of investigations. In ICT and geography, pupils use data to produce graphs on the rainfall and temperatures in different parts of the country. In science, Year 6 pupils analysed data to work out body fat.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are well above average throughout the school and pupils achieve very well.
- Teaching overall is very good and a high priority is given to experimental and investigative work.
- Very good opportunities are provided to apply literacy and numeracy skills in pupils' recorded work.
- Pupils take very good responsibility for their own learning which is very well enhanced by the use of ICT.
- Leadership of the subject is very good.

Commentary

63. The well above average standards in lessons reflect the high standards achieved in the 2003 national tests in Years 2 and 6. All pupils, irrespective of their gender, special educational need or ethnicity achieve well. There has been very good improvement since the last inspection as a result of the support provided by a new scheme of work. Year 2 pupils showed a very good understanding of how to solve a problem of where to put plants to test the best growing conditions and how to make their investigation fair through well-supported discussion and explanation by their teacher. Older pupils carried out an investigation to test the hypothesis; huddling together keeps you warmer than standing on your own. They very effectively learned that scientific ideas are based on evidence. Information and communication technology is used well to demonstrate different ways to record temperature changes and record this information on a line graph.
64. Teaching and learning are very good and pupils have very good attitudes, behave very well and take very good responsibility for their learning. As a result, investigative and experimental work is given a high priority and is very successful in all lessons. Pupils complete investigations conscientiously and record their findings in many ways because lessons are well planned and resources are plentiful and suitable for the tasks set. Planning is thorough and expectations are high. Pupils are introduced to key scientific terms and vocabulary and encouraged at all stages to discuss their findings and to record their work clearly and in several different formats. An excellent example of this was seen in the recording by a Year 1 pupil who wrote, 'cotton wool blocked out the most sound *because cotton wool is very thick and is hard for the sound to get thru*'. Another, less able pupil wrote, '*there was no gaps to let the sound go in*'. Marking is generally good, but was outstanding in Year 5 where pupils are given detailed points for

development if required. Teachers generally have very good knowledge of the ideas they teach and give good explanations to challenge more able pupils.

65. Pupils in every class record their findings from investigative and exploratory work in several ways: written records; completing tables and discussing their findings to the class. From an early age independent writing is very effectively encouraged.

Example of outstanding practice

Year 2 pupils learning about forces completed an investigation to answer the question, which surface lets the car go furthest? They described how it was done and showed an excellent understanding of a fair test.

The pupils worked in small groups. They understood the importance of keeping the same car and the ramp at the same angle. Initially, they predicted that the car would travel furthest on the paper. As a result of observations and discussions the pupils deduced that the higher the height of the ramp, the further the car travelled. One pupil recorded, 'but if the height was too steep, the car crashed'. Examples of other outstanding work by a more able pupil showed a labelled diagram of a bicycle to show the forces used. Each annotation was arrowed to the bicycle. Examples of the labels were, 'we use force to turn the handlebars', 'the brakes slow the bike down' and 'we use force on the pedals'.

66. Pupils apply their numeracy skills very effectively, especially through the use of data handling. The progression from ready prepared tables and lists in Year 1 to pupils constructing block and line graphs by Years 5 and 6 is very good. Pupils confidently gather information by tallying, transfer data to block graphs and explain their findings. Year 4 pupils showed very good levels of skill as they used a Newton meter to measure the force exerted by different surfaces. They measured and recorded the calibrations accurately. Year 1 pupils counted the steps they took to measure the distance away from the sounds of instruments in the playground and used this information to compare sounds of different instruments.
67. Information and communication technology is used effectively in several ways. For example, in Year 4, pupils extended their understanding of friction by following an investigative program on the laptop. Pupils frequently need to work outside the classroom on the computers which they do so taking very good responsibility for their learning. Behaviour is very good and pupils get on well, concentrate and persevere with activities out of their teacher's immediate view. Younger pupils in Year 1 examined frogspawn on the computer and compared it to the real frogspawn in their classroom. They also turned readily to information books to find out about the life cycle of the frog.
68. Leadership of the subject is very good. Despite only being in her second year as co-ordinator, a new scheme of work is in place and time is regularly provided for her to monitor and evaluate progress in the subject. Resources for investigative work are plentiful and have been increased. Science has been given a higher priority on the school development plan with the result that the co-ordinator has been able to attend training courses. The co-ordinator has a very good understanding of what is taught and when, as well as knowing what needs revisiting. She leads very effectively by the example of her own high quality teaching. Assessment arrangements are under review, so that there is a more comprehensive record of what pupils understand linked to the new scheme of work. Release time is given each term to enable the co-ordinator to check planning, pupils' work and teaching in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well in ICT.
- Support for literacy and numeracy is good.

- Pupils are confident due to good teaching.
- There are good quality resources to support subjects.
- The subject is well led.

Commentary

69. Standards are in line with national expectations. Good use is made of the subject to support other subjects in which it is used extensively. Pupils achieve well due to good teaching and good quality support given by teachers and teaching assistants. All staff are well trained. Teachers have high expectations, as seen in a Year 5 science lesson where pupils had to find information from the Internet. An effective scheme of work ensures that skills are taught and that pupils make good progress. Teachers use literacy and numeracy programs to support the pupils' learning well. The use of ICT to support learning across the curriculum has improved considerably since the previous inspection because the school has increased and is continuing to build up, the number of laptop computers.
70. Pupils are confident with using computers as seen in a Year 2 lesson where pupils were using word magnets in a literacy lesson. Pupils in Year 5 explained how to save their work and take examples from the Internet by copying and pasting. Pupils cover a range of ICT skills including data logging as seen in a Year 5 science lesson. Good links are made between literacy, ICT and history, as seen in a history lesson on Victorians, by creating a 'Dig for Victory' poster. Older pupils have not yet had the opportunity to develop aspects of control technology or prepare multimedia presentations.
71. The leadership of ICT is good. An audit has taken place and an action plan lists what needs to happen and when. The actions on this are up to date. The teacher has a substantial amount of experience and has identified key areas for development. The school has excellent technical support.

Information and communication technology across the curriculum

72. Teachers effectively identify skills to be taught through subjects. An effective scheme of work promotes skills and ensures that progress is made. Groups of pupils were seen using ICT to manipulate photographs and text in a geography project in Year 5. Pupils were also seen in Year 1 using a reading program in literacy and in Year 5 software that enabled pupils to combine sentences. Pupils were also seen using ICT in science to further promote learning. ICT was also used very effectively in an excellent history lesson in Year 2 where pupils were using a map of London they had found on the Internet at home to develop their understanding of the Great Fire of London. Teachers make effective use of literacy and numeracy programs to support lessons.

HUMANITIES

History and geography were sampled so it is not possible to give an overall judgement on provision.

73. In **history** one lesson was observed and additional evidence was gathered by checking pupils' work, displays around the school and in discussions with the co-ordinator. Standards are above average and all pupils, irrespective of their gender, special educational need, ability or ethnicity achieve well. The teaching in Year 2 was excellent. A review of the subject by the co-ordinator identified weaknesses in Years 1 and 2. As a result, subject-based topics are now completed to ensure the full programme of study is covered. The impact of this review is very evident in pupils' work. Several ICT programs have been introduced to provide sources for teaching and information for pupils. There are strong links with literacy. For example, in Year 2, a big book about Elizabeth I is used in literacy. There is good coverage of all the skills of the subject. Pupils infer from photographs how people lived. Dates are included to help develop a sense of chronology. In a small number of classes pupils complete too many worksheets that lack challenge. Homework is used well to help pupils extend their learning and to get support

from parents for particular topics. Year 6 pupils, for example, complete an extended study on World War 2. The standard of this work is above average. Standards have been maintained since the previous inspection.

74. One lesson in **geography** was observed. Discussion was held with the co-ordinator and a sample of pupils' work was checked. Standards in the work seen were above average, although there is too little work in Years 4 and 6 and the understanding by the co-ordinator of what happens in Years 1 and 2 is not as secure as it should be. All pupils achieve satisfactorily. Good opportunities are provided to apply literacy and numeracy skills. Year 2 pupils understand how to use simple co-ordinates to locate features on a map. A good comparative study comparing Plymouth and Sheffield in Year 5 covered all aspects of the programme of study well. Pupils compared rainfall, temperatures, rock types and population data. The pupils compared how the two cities developed. Good opportunities are provided to celebrate cultural diversity in Year 3 when the pupils study life in Tanzania and Jamaica. Improvement since the last inspection has been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and physical education were inspected in full and are reported below. Design and technology and music were sampled so it is not possible to give an overall judgement on provision.

75. In **design and technology** very few lessons were observed. From the wide variety of work seen on the school's website, discussions with pupils and with the curriculum leader, standards in the subject are above average. Pupils in Year 6 discussed work related to design and technology enthusiastically and showed good understanding about planning, designing and making. They had a good understanding of how to use tools and materials and were enthusiastic about their work. Pupils were involved in a wide range of activities including making strong towers as well as designing something that would transfer objects across water. They had also designed cards, created an Iron Man out of boxes as well as spending time designing, making and cooking food with an appropriate evaluation at the end of the project. The leadership of the subject is very good. The co-ordinator has reviewed the syllabus and monitored and evaluated the subject. These findings have been presented to the governors. There are very good links with art and design. Improvement since the last inspection has been good.
76. In **music** there were only a very few opportunities to observe musical activities so no judgement on standards can be made. The whole school sang tunefully in collective worship. Visits were made to recorder club sessions and the orchestra rehearsal which were well run and attended by enthusiastic pupils. There is a very good range of musical clubs and activities which are popular and well supported. These include recorder groups (all Year 2 pupils learn the recorder), hand chimes, guitar, keyboard and peripatetic music lessons in brass, woodwind and stringed instruments. Several pupils take advantage of this and these pupils form the basis of the orchestra which plays competently and practises weekly. The recorder group regularly accompanies singing in daily collective worship and the orchestra performs at various functions during the year including harvest festival and education Sunday. The curriculum is enhanced by a range of visits and visitors to the school especially during arts and music weeks. These have recently included African drummers, Caribbean drummers, Indian dancers and a jazz group. Pupils are also involved in various musical productions such as Joseph and his Technicolor Dream Coat. Progress since the last inspection has been good. The positive curriculum picture found at that time has been maintained and there is now a wider range of out of school activities. The subject is well led and managed by an enthusiastic subject leader. She gives good support to teachers and leads by example running recorder and hand chime clubs and the orchestra. Planning is firmly established based on national guidelines. Resources for music are good and readily accessible.

Art and design

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

Main strengths and weaknesses

- Standards are well above average and pupils achieve well.
- Leadership of the subject is very good.
- Support for other subjects through art and design is very good.
- The school's commitment to the arts as a way of learning is very secure.

Commentary

77. Standards in art and design are well above average. The quality and range of all pupils' work is very good because of the school's commitment to the arts. Improvement since the last inspection has been very good. Teaching and learning are now very good as a result of the co-ordinator's very good subject knowledge and enthusiasm. Pupils are very keen to learn and they do well. Standards are additionally enhanced through the opportunities to attend an after school club. Year 3 pupils carefully carved figures from soap under the skilled guidance of their teacher. Other groups were well supported by a teaching assistant who helped pupils to produce very good quality three-dimensional trees and woven models. Displayed paintings in the style of Leonardo Da Vinci are of a good quality.
78. The leadership of the subject is very good. The co-ordinator has a very strong commitment to the arts which is reflected very well in the priority given to the subject and the high quality displays around the school. A higher than typical amount of time is given to the subject. Monitoring of the subject takes place each term in line with the school policy. A comprehensive portfolio of work has been added to the school website.
79. The subject is used very well to enhance learning in other subjects. This was particularly effective as part of the *Take One Picture Project*. Canal art showed representations of canals through drawing, painting and collages. As a link to science and history, Year 6 pupils carefully sketched in the style of Leonardo Da Vinci. To reinforce the high priority to the subject, the school holds a yearly arts week. Artists visit the school to work with the pupils and pupils have visited local artists as part of an educational visit.
80. High quality displays reflect the variety of work across the school. Pupils produce portraits and profiles using charcoal and work in the style of Brueghel. Year 6 pupils have been involved with a wide variety of work around the Victorians and the Blitz. There are several three-dimensional paper model portraits linked to the Aztecs in Year 4.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The inclusion of all pupils in the sporting curriculum, irrespective of aptitude, age, gender, social background or ethnicity is very good.
- Provision for swimming is very good and ensures that the vast majority of pupils leave the school able to swim 25 metres and many achieve further than this.
- Pupils are keen to learn and they enjoy their lessons because of the good quality teaching.
- There are good quality resources that are used well in lessons.
- A very good range of extra-curricular sporting activities is provided.

Commentary

81. It is not possible to make a judgement on standards in all areas of the physical education curriculum but in those lessons observed, standards are above national expectations at Year 2 in gymnastics and similar to those found nationally in games at Year 6. Pupils, including those identified as having special educational needs, achieve well and make good progress because of the good quality teaching and learning across the school. They are enthusiastic about their lessons, work hard and have very good attitudes. All respond quickly to instructions and behaviour is very good. Year 2 pupils show good control over their bodies and use imagination well as they perform a variety of rolls. They understand the need to warm up and the effect that exercise has on their bodies and handle equipment safely. Year 6 pupils co-operate well in group activities and show throwing and catching skills in netball similar to national expectations. By the end of Year 6, the vast majority of pupils swim 25 metres, with many swimming significantly further.
82. The quality of teaching is good and sometimes very good. Teachers display good subject knowledge and most provide effective warm-up and cool-down sessions sometimes to music. Learning intentions are clearly explained so that pupils know what they will be doing and learning. Teachers motivate and encourage pupils well and relationships are very good. Good opportunities are provided during lessons for pupils to review their own performance and that of others. Lessons proceed at a good pace and teachers have high expectations. They make good use of national guidance to plan for progression and development of skills and knowledge. The quality of teaching is enhanced by a range of clubs and the use of sports coaches from local organisations.
83. The subject leader is enthusiastic and very new to the post. She provides sound leadership and management of the subject and is involved in the monitoring of teaching, learning and standards. There are good links with other schools for annual sporting activities such as football, netball and rounders. The hall is well equipped for gymnastics and there are good sized outdoor hard and grassed surface areas which ensure the curriculum can be effectively taught. There is a good range of good quality resources which are readily accessible and well used. The annual Year 6 residential week provides pupils with a very good range of adventurous activities which very effectively promotes their social and personal development.
84. Progress since the last inspection has been good. The quality of teaching has been maintained, resources improved and the subject leader is now fully involved in monitoring and evaluating the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health education was sampled.

85. Pupils of all year groups create a set of class rules at the start of the school year. 'Circle Time', where pupils share their feelings and concerns is a very well established feature in all classes. The very good relationships, between pupils and their teachers, create a very positive atmosphere in which to hear pupils' views. The great majority of pupils agree with the survey statement that the school listens to their ideas. Although it is planned, as yet there is no school council or an alternative, to hear about things that a group of pupils would like to see changed or improved.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

| | |
|--|----------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 2 |
| Value for money provided by the school | 2 |

| | |
|-----------------------------------|----------|
| Overall standards achieved | 2 |
| 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 | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 1 |
| 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 | 3 |
| 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 |

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|--|----------|
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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