

INSPECTION REPORT

ABERCROMBIE PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112670

Headteacher: Mr Neil Oates

Lead inspector: Mr Terry Elston

Dates of inspection: November 8th – 10th 2004

Inspection number: 266269

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 Years
Gender of pupils: Mixed
Number on roll; 221
School address: Victoria Street
Chesterfield
Derbyshire
Postcode: S41 7LP
Telephone number: 01246 232425
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Appropriate authority: The governing body
Name of chair of Mrs Ann Denman
governors:
Date of previous 15th March 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school close to the centre of Chesterfield. Of the 221 pupils, 26 attend part time in the nursery. Pupils' standards on entry to the school are broadly average. Eight per cent of pupils come from ethnic minority backgrounds and none speaks English as an additional language. Around 11 per cent of pupils have special educational needs, mostly with moderate learning difficulties, and three per cent have a statement of special educational needs. These percentages are about average. The school gained the Investors in People award last year, as well as being awarded the Artsmark Gold for the quality of its art, design and music and the ECO Schools Silver Award as recognition for its care for the environment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20704	Terry Elston	Lead inspector	Provision for pupils with special educational needs, mathematics, information and communication technology (ICT), art and design, design and technology.
32670	Graham Saltmarsh	Lay inspector	
32306	Simon Molony	Team inspector	Provision for pupils with English as an additional language, English, history, geography, religious education.
32385	Lesley Hastings	Team inspector	Provision for children in the Foundation Stage, science, music, physical education.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	26

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school where the very good leadership, management and teaching explain why pupils achieve very well. By Year 6, standards are well above average in English, mathematics and science and pupils make rapid progress. The very good care and support make this a very happy school. Pupils' behaviour is excellent and they love school. There is an excellent partnership with parents who speak very highly of the quality of education. The funds are managed efficiently and the school provides very good value for money.

The school's main strengths and weaknesses are

- Pupils make very good progress through the school and achieve very well
- The leadership and management are very good and staff work very well as a team
- Pupils' behaviour and relationships between all members of the school are excellent
- The very good teaching means that pupils learn quickly
- The outstanding partnership with parents contributes much to pupils' learning
- Pupils are very well cared for

The school has done very well since the last inspection. Significant improvements in the achievements of more able pupils, assessment, the evaluation of teaching and the supply of resources account for the higher standards found in this inspection. The links with parents are better and the curriculum is planned more effectively. Governors are more involved in the management of the school but still have some way to go.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	A	B	B
Mathematics	B	D	A	A
Science	C	B	B	B

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.

These results show that pupils achieved very well overall, and had made very good progress from their average standards on entry to the school. Pupils in the Year 2 tests did very well in reading and writing and satisfactorily in mathematics. Children make a solid start in the nursery and reception and are on course to reach expected levels in all areas of their development. This inspection finds that, by Year 2, pupils achieve very well and their standards are well above average in speaking and listening, reading, writing, mathematics and science. Standards are above average in ICT by Year 2 and in line with the requirements of the locally agreed syllabus in religious education. Pupils maintain this very good progress and, by Year 6, standards are well above average in English, mathematics and science. They are average in ICT and religious education. No judgements are made on standards in other subjects because insufficient teaching was seen. However, there is evidence of high quality work in the arts (especially music where much of pupils' singing and instrumental music is exceptional) and games, as is illustrated by the school's success in competitive sports and bulging trophy cupboards. Pupils with special educational needs make very good progress and benefit from very good support and individual attention.

The development of pupils' personal qualities, including their spiritual, moral, social and cultural development is very good as illustrated by their concern for the feelings of others, excellent behaviour and high levels of responsibility (as shown in the remarkable role played by the School Council). Attendance is satisfactory and pupils are generally punctual to school.

QUALITY OF EDUCATION

The quality of education provided by the school is very good.

The overall quality of teaching and learning is very good. A real strength of the teaching lies in the imaginative ways that teachers use to capture pupils' interest; they make learning fun so that pupils want to learn. In nearly all classes, teachers manage pupils' behaviour very well and lessons move at a fast pace. Children make a sound start in the nursery and reception where new staff are adapting well to their new roles. Adults in these classes are skilled at helping children to settle into school quickly and they enjoy school. The teaching of mathematical skills is good and children in the nursery and reception are making quick progress. Where some of the teaching has shortcomings, the adults do not make rules clear enough and when children keep calling out it slows the pace of lessons. Pupils in Years 1 and 2 benefit from very good teaching, particularly of reading, writing and number skills, and they make rapid progress. The teaching of the older pupils is just as good and challenges all groups of pupils to do their best. The teaching in the Year 4 class is exceptional and pupils fly through their work. The school has very good assessment systems to show how well all groups of pupils are learning and what they need to do to improve. This is why they do so well and standards are so high. The curriculum is planned very well to provide teachers with a very good basis for their lessons. A very good range of activities after school, including excellent provision for music, enriches the curriculum. The school is adequately staffed and the resources for learning are very good. The accommodation is satisfactory, but the children in the reception class have no quick access to the outside area and limited facilities for sand and water play. Very good guidance and support help pupils feel safe and valued. There is an excellent partnership with parents and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management are very good. The headteacher leads very well and inspires staff and pupils to succeed. He is supported well by other key staff, who share his vision for the school's bright future. An important strength of the leadership lies in the way that the school constantly strives to improve the provision through rigorous self-evaluation and effective action to rectify weaknesses. This has helped to create a school with a very high reputation in the community. The management is very good and the school runs very smoothly. The governance is sound. Governors are very committed to the school, and work hard to support the pupils and staff. However, they sometimes leave too many decisions for the future development of the school to the headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are very positive. They are delighted with their children's progress, the quality of teaching and the headteacher's leadership. The pupils speak highly of their school, and play an important part in improving the provision.

IMPROVEMENTS NEEDED

The inspection team identified no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve very well and reach high standards in much of their work.

Main strengths

- Standards in English, mathematics and science are well above average throughout the school
- Improved resources in ICT are raising standards significantly
- Pupils with special educational needs and those who are gifted and talented achieve very well

Commentary

1. Children in the Foundation Stage achieve satisfactorily. They settle quickly into school in the nursery and enjoy the wide range of activities. They are starting to understand the routines and are handled sensitively by the staff as they learn new skills. In the reception class, children are making satisfactory progress and are achieving well in their mathematical development where the teaching is good. In all other areas, pupils are well on course to reach expected levels by the end of the year, although in their physical development progress is slower because of the restricted access to a play area.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.7 (17.4)	15.8 (15.7)
writing	16.6 (17.3)	14.6 (14.6)
mathematics	16.1 (17.9)	16.2 (16.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

2. These Year 2 pupils achieved very well and made very good progress overall from their average skills on entry to the school. Their results were well above the national average in reading and writing and average in mathematics. The upward trend in the school's results is above that found nationally. Standards attained by the current pupils in Year 2 remain well above average in reading and writing, and are now well above in mathematics. Improvements in mathematics have been achieved by teachers making better use of the National Numeracy Strategy, and this has pushed pupils to higher levels of attainment, especially in their quick recall of number facts. Standards are above average in ICT, where pupils are making good progress as a result of regular sessions in the computer suite. Standards are in line with the locally Agreed Syllabus in religious education.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (29.1)	26.9 (26.8)
mathematics	29.3 (26.3)	27.0 (26.8)
science	29.7 (29.5)	28.6 (28.6)

There were 26 pupils in the year group. Figures in brackets are for the previous year

3. These results represent very good achievement, overall, and continued the upward trend in line with schools nationally. Standards were well above the national average in mathematics and above average in English and science. The very good quality of teaching and learning found in this inspection and the rigorous analysis of test results to see where pupils need to do better are important ways that the school has raised standards. This inspection's findings are that standards have improved further and are well above average in English, mathematics and science. Standards in ICT are average by Year 6, but the impact of the improved resources and facilities is showing in Years 3 and 4 where pupils are achieving well. Some of the work done by Year 4 pupils is in line with that expected by Year 6.

4. Not enough was seen of the teaching in other subjects to make judgements about overall standards and these were sampled. Evidence from pupils' work shows that in music, many pupils achieve very well. Many sing and play instruments to a high standard and benefit from expert teaching. In history, pupils produce some very good work, especially on the Victorian period. Teachers' excellent use of the wealth of resources from the school's own Victorian history give pupils a very good understanding of how people lived at that time. In physical education, the school does very well in competitive sports as the result of very good coaching and the enthusiasm of staff.

5. Pupils with special educational needs achieve very well. Their targets are well constructed following rigorous assessment and they make very good progress towards them. Pupils with English as an additional language also achieve very well. They benefit from good support from specialist staff to enable them to be included in all activities.

6. The school has good systems to make the best of gifted pupils' talents. They are identified early and provided with lots of challenging work. This helps to explain why there are so many pupils with excellent skills in music, dance, drama and sport.

Pupils' attitudes, values and other personal qualities

This aspect is an outstanding feature of the school overall. Pupils' attitudes to their school, their relationships with each other and with adults, their behaviour in class and around the school are excellent. The provision for spiritual, moral, social and cultural development of the pupils is very good. Pupils' levels of attendance at the school are satisfactory and continue to improve.

Main strengths

- This is a school where everybody is highly respected
- An exceptional ethos of mutual trust and consideration underpins the development of excellent attitudes and behaviour
- Pupils love their school, they want to be at school and they are excited about the subjects they study
- The provision for spiritual, moral, social and cultural development is imaginative and exciting

Commentary

7. Pupils' attitudes and behaviour, during lessons and around the school are excellent. They show a desire to be in the school and work with staff to make warm, caring community. All staff and pupils flourish in the happy atmosphere and show great pride in the Victorian building.

8. As a result of the school's very strong provision for their moral and social development, pupils grow in confidence and maturity. The pupils have developed their own very strong sense of community and are very clear about their roles and responsibilities. During the inspection, for example, a meeting with the school council was momentarily stopped by a Year 6 member at her own initiative to deal with a younger pupil outside the room who was causing a minor distraction. The meeting was then recommenced with a brief apology; this small incident demonstrated the pupils' confidence, maturity and responsibility frequently witnessed during the inspection.

9. Teachers and other adults set excellent examples of how to behave and treat the pupils and one another with respect and courtesy. Pupils in turn are well mannered to each other and to adults including visitors who receive a very warm welcome into the school. All of this is achieved without in any way dampening the lively spirits and enquiring nature of the pupils who are very keen to talk with visitors and discuss life and work in their school. Pupils love this school.

10. Pupils are given lots of encouragement to work and play together in pairs and groups and, as a result, develop the skills necessary to build constructive relationships with others. Bullying or any other form of oppressive behaviour is virtually non-existent. There have been no exclusions.

11. The school council has played a big part in improving school facilities and had led the way in the recycling of waste as an Eco-School and the promotion of healthy eating. The school council was instrumental in closing the school's own tuck shop in order to further promote healthy eating which was achieved without complaint from other pupils.

12. Pupils' cultural development is very good. As would be expected in a school holding an Arts Council Gold Award for 2004, work in the arts has had a notable effect in most aspects of learning. Every opportunity is taken to enrich lessons with music, poetry, drama or art and design. Pupils' work is prominently displayed around the school and they delight in pointing out and discussing individual exhibits and their significance. The outstanding school band has gained a formidable reputation throughout the county and has won many awards. The performing arts, especially music and drama, are used as a major component in developing pupils' imagination, adding an extra dimension to their formal lessons.

13. There are rich opportunities for pupils to develop a full understanding of living in a multicultural society. Displays around the school illustrate much of the work taking place. An outstanding example is that all year groups were involved in Arts Week 2004 and the school's project was 'Out of Africa' where other cultures and lifestyles were explored in art and design, writing and poetry. In religious education, pupils learn and understand much about the values and beliefs of others, and geography and history lessons are used very effectively to give an understanding of different societies. The school building is mainly Victorian, which has inspired pupils to produce creative art and writing about its early life enhanced by artefacts from that time.

14. Provision for pupils' spiritual development is very good. All pupils are encouraged to think about sensitive issues, such as how they can care for others, and to express their opinions thoughtfully. They do so with great confidence. Staff at the school actively encourage pupils' self esteem by clearly valuing their ideas and viewpoints. Pupils thrive in this atmosphere and enjoy the challenge of trying to make their school even better. There are good opportunities planned for pupils to learn about and share in the celebrations of other faiths.

15. Much thought and reflection is derived from the rich provision in writing and poetry across the school. An extract of poetry composed by one of the younger pupils to a friend is typical;

*When you are happy I'm happy too
When you are sad I cheer you up
When you are crying I tell you jokes
We are friends*

16. The vast majority of pupils are punctual and attend regularly. Attendance is very similar to the national average, having improved since the last inspection. The school monitors attendance conscientiously, making first day calls to parents who do not inform the school of their child's absence and giving close support to any family with problems that may affect their child's attendance. All parents are discouraged from taking their children on holiday during term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.5
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is very good. The teaching is very good and pupils learn very quickly. The very good curriculum, assessment, support and guidance and the excellent partnership with parents contribute much to pupils' high standards.

Teaching and learning

The teaching and learning are very good. Assessment is very good and the school uses it very well to raise standards.

Main strengths

- The quality of teachers' planning is very good
- Teachers are very good at making lessons interesting
- Teachers have excellent relationships with pupils and manage their behaviour very well
- The very good assessment provides a clear picture of pupils' attainment and progress

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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2	11	9	4	0	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. The school has worked hard to improve the quality of teaching and learning since the last inspection, and has been successful because of the very effective leadership and the support this gives to teachers.

18. The teaching and learning for children in the Foundation Stage are satisfactory. Staff in both the nursery and reception are settling into their new roles well and the school is making good use of expertise and good practice within the local authority to provide support and guidance for them. Adults have a sound knowledge of the needs of very young children who soon settle into school. Activities are planned well to provide interesting work for children. The best teaching is of mathematical skills. This is planned well and children make good progress while enjoying the interesting activities. Where some teaching has shortcomings, staff show inconsistencies in the way they manage children. This sometimes leads to confusion in whole class sessions about when children can call out and when they should listen to the teacher and it slows down the rate of learning.

19. In Years 1 and 2, teachers make learning fun by using interesting methods. In a Year 2 lesson, for example, the teacher wrote the sum $17-3$ and helped pupils to work it out quickly by using a special trick (doing $7-3$ and then adding the ten at the end). Pupils loved this special way of doing hard sums and were excited about trying the next one. In both classes, the teaching of basic literacy and numeracy skills is very good. Teachers work hard at introducing reading, writing and number work in all subjects and this is why pupils make such good progress.

20. Lessons have a very good mix of the teacher teaching the whole class, pupils working at their own level in groups and opportunities at the end to find out what has been learned. Teaching assistants provide very good support to groups alongside those helped not helped by the teacher and this enables pupils of all abilities to succeed.

21. The excellent relationships give pupils the confidence to take risks with their answers to hard questions. This was seen to good effect in a Year 2 ICT lesson when pupils achieved very well while working out questions to distinguish between different fruits. The teacher was so enthusiastic about pupils' attempts at a difficult question that all were prepared to have a go.

22. In Years 3 to 6, teachers build very well on the foundations laid earlier. They always make a point of sharing the lesson's aims with pupils at the start, and this works very well. It helps pupils to focus on the task, gives them a secure knowledge of their own learning and helps teachers assess their progress at the end. Teachers' expectations of pupils are very high. They challenge pupils of all abilities by work that is very well matched to their levels of attainment and this is why they achieve so well. Some excellent teaching was seen in both Years 4 and 6 that inspired pupils attain very high standards. In a Year 4 lesson, where the teaching is consistently outstanding, the teacher had pupils working on the story of Cinderella. The excellent introduction captivated pupils, and they worked feverishly on identifying the main characteristics of people in the story. They evaluated each other's work thoroughly and, by the end, all had made excellent progress at a very challenging task.

23. The teaching of pupils with special educational needs is very good. Pupils make very good progress because their targets are clear and precise and they are helped very effectively when they are stuck. Teachers are very good at including all pupils in whole class sessions and those with special educational needs delight in giving the right answers.

24. A specialist teacher provides good support for the few pupils with English as an additional language and they make very good progress.

25. The school provides very good opportunities for gifted and talented pupils to make the best of their abilities. In particular, those pupils with an interest in music and games are provided with expert teaching and many opportunities to develop their talents to the full.

26. The school's assessment systems are very good. Regular tests give teachers accurate information on pupils' attainment and progress and provide clear targets for improvement. Teachers give pupils individual targets and these work well. They show clearly the next steps in pupils' learning and are reviewed regularly to challenge them further. Teachers use assessment information from national tests very well to rectify pupils' weaknesses, and did this very successfully recently to identify shortcomings in mathematics and provide very effective resources to raise standards.

The curriculum

The curriculum is very good and is enriched by a very good range of extracurricular clubs. There are very good links with the local schools and colleges. Accommodation is satisfactory with some shortcomings. Resources to aid pupils in their learning are good.

Main strengths and weaknesses

- The curriculum for the arts is very good
- Pupils' personal, social, health and citizenship education is very well developed
- The school has a very good range of clubs, visits and visitors
- There are very good links with local schools and colleges to enhance provision for physical education and music
- Children in the reception have no quick access to the playground

Commentary

27. The curriculum is very imaginatively planned, meets national requirements and is relevant to all pupils' needs. The curriculum has been improved significantly since the last inspection, particularly in the way the school links the planning and teaching of subjects to make them more meaningful. In a topic about Ancient Egypt, for example, pupils used their skills in literacy, numeracy, history, geography, art and design and design and technology to complete a very comprehensive folder that presented a clear picture of that civilization. The school makes good use of ICT across the curriculum, particularly when pupils have to research their topics on the Internet. The curriculum is made relevant and interesting by a wealth of visitors and visits, including residential visits.

28. Provision for pupils with special educational needs is very good. Their targets are clear and relevant to their needs. Support in class and when pupils are withdrawn for short sessions is very good and accounts for their rapid progress. The few pupils with English as an additional language benefit from specialist support and do very well.

29. There is very good enrichment of the Arts curriculum that accounts for some work of high quality in art and design, music and dance. Specialist teachers provide tuition in a very good range of musical instruments. Music clubs and ensembles are available for all pupils

and the school brass band performs to an outstanding standard. The school does much to celebrate these successes and pupils perform regularly to parents, schools and many other venues within the community.

30. There are very good links with local schools and colleges to enable the pupils to work with specialist physical education students and teachers and to use the facilities for games, gymnastics and swimming. These, together with the many clubs after school for football, rugby and netball help to explain why the school is so successful in interschool competitions.

31. Provision for personal, social and health education is very good. There are good arrangements for sex education and the attention to the misuse of alcohol and drugs. Teachers are very good at including personal, social and health education in many other subjects, such as science, and this adds extra meaning to the work. In special sessions built into the curriculum, pupils gather together on the carpet to share joys and concerns and discuss issues that are important to them, and these work well. The excellent school council meets regularly and develops pupils' understanding of citizenship very well. Many of the ideas from the council have been taken on board and developed in school.

32. The school has an adequate number of qualified teachers and teaching assistants, who are very committed to the school. Staff give freely of their time and provide enthusiastic support to the clubs and extracurricular activities to support the curriculum. The teaching assistants are well trained and contribute very well to the life of the school. Very good use is made of school grounds to support science, and the school library is very well stocked with books of high quality. The fairly new ICT suite is a major contribution to ICT provision. The school's accommodation is generally satisfactory but has some limitations for children in the reception class who have no easy access to the outside area.

Care, guidance and support

The overall quality of guidance and support for pupils' care, welfare, health and safety is very good.

Main strengths

- Procedures for care and the health and safety of pupils are very good
- The whole school has an ethos of community, trust and care
- Pupils know that their views are seen as very important and will be acted upon

Commentary

33. All adults in the school show great concern for the welfare of pupils. Parents are quick to acknowledge this with the very strong agreement shown in their questionnaires and discussions with inspectors for the positive way in which their children are looked after in school. The excellent relationships between staff and pupils help to create a comfortable and cheerful atmosphere where pupils feel valued and supported. They know that their views will be taken very seriously. The staff makes every effort to get to know pupils very well so that each receives the help that he or she needs. Pupils are given lots of encouragement to share their concerns, and any who has an academic, personal or health problem is treated very sensitively. All pupils spoken to and through their own questionnaires were emphatic that there was always someone that they could turn to in the school for advice or assistance.

34. Child protection procedures are in place and staff have been trained well in their use. Health and safety checks of the premises and equipment are carried out regularly. Staff trained in first aid provide very good support for pupils who are ill or injured, and arrangements for dealing with accidents, should they occur, are clearly set out. Pupils have a very strong awareness of the importance of healthy living and personal safety. At playtimes, pupils are well supervised and have very good relationships with midday supervisors.

35. Parents confirm that the school has good arrangements for new pupils because the Foundation Stage leader visits local playgroups and sees all parents before their children start school. Parents are provided with a helpful introductory welcome pack containing all the information that they might need. Effective arrangements are in place with local secondary schools to which most pupils transfer, and pupils gain much from visits before they join the school.

36. The school makes a considerable effort to seek pupils' views through the school council, which gives all pupils the chance to say how they think their school could be improved. Pupils are also encouraged to share their views or concerns in special lessons where they sit together and take turns to discuss issues important to them.

37. The school's very good assessment and tracking systems help teachers provide pupils with clear guidance on how they may be able to continually improve their work. The school keeps a careful track of progress made by pupils with special education needs through regular reviews of their work and behaviour. This helps teachers provide work and support at the right level for all pupils.

Partnership with parents, other schools and the community

Partnerships with parents and the local community are excellent. Links with other schools and colleges are very good.

Main strengths

- Parents have very positive views of the school and appreciate the dialogue and support it offers to them as well as their children
- The school plays a key role in the life of the local community
- The school has highly developed links with other schools and colleges, especially through the Arts and sport

Commentary

38. Parents view this school as being excellent in almost every aspect. They have confidence in the staff and see, with justification, that the very good teaching is an important reason for the school's success. They are appreciative of the support the school gives to them as well as their children. Staff work hard to involve parents in the life of the school and in supporting their children's learning. Parents are actively involved in helping the school on visits and school functions. Some parents with particular skills are used to very good effect and include professional actors who have performed valuable work with the pupils. There is a well-supported parents association (Friends of Abercrombie School) that does much to enhance resources and support the whole school community.

39. The school has a very effective 'open door policy' that enables parents at all times to discuss any matters of concern. Parents are consulted regularly on school matters, and

their views are taken very seriously by the staff in an effort to bring about improvement. Regular questionnaires enable the school to continually focus on issues of parental concern and to deal with them where necessary.

40. Information provided to parents and others interested in the life and work of the school, including that on the school's comprehensive website, is excellent. The prospectus and governors' annual report are well presented and contain helpful and relevant information. A particularly good feature is the regular newsletter from the headteacher that keeps parents well informed of current and future events and class activities.

41. Annual reports to parents are excellent; teachers provide helpful targets for the next steps in pupils learning and what parents can do to help. There is a large space for pupils to make their own contributions and many take the opportunity to write at length confidently about the school, often adding their own artistic and colourful illustrations to the report.

42. Community links are excellent. The school takes its role in the wider community very seriously and the school plays an important part in local life. Local people, many of whom are past pupils, provide excellent support to the school. The school brass band is a remarkable ambassador, playing at local events and across the county with notable success. The school has very productive links with local churches and the mosque.

43. An example of the school's involvement in the community occurred recently when pupils recorded a song in support of Chesterfield Football Club which was in danger of being relegated from the Second Division. The record, entitled 'Staying Up', was performed by pupils, staff and the school caretaker and was played at the football ground before matches and on all local radio stations. This raised a good amount of money for the school and helped to promote its image in the community. The club stayed in the Second Division by one point following a late goal in the last game and the record was played continually as the crowd cheered.

44. The school has developed close links with a local technical college where pupils receive good standards of sports coaching and training in physical education. Contacts with the four main secondary schools are well established and staff meet frequently to discuss transfers and to share some training and other resources. In the Arts, the school competes in many local and national schemes and has been awarded The Arts Council's Artsmark Gold for 2004. The school has published an excellent collection of pupils' writing and poetry which went towards the award. A poster designed by a pupil won a recent road safety competition and is displayed locally and on district buses.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The leadership of the headteacher is very good while the leadership of other key managers is good. Governance is satisfactory and the management of the school overall is very good.

Main strengths

- The expectations of the headteacher and key staff for the school are very high
- The headteacher motivates and inspires his staff very effectively
- The school has very effective systems for monitoring the progress of pupils
- The whole staff work very well as a team
- The staff and pupils feel valued by the headteacher and governors

Commentary

45. A significant strength of the headteacher's leadership is the way he motivates and inspires the staff to teach to the best of their ability. His aspirations for the school are very high and pupils respond enthusiastically to the challenging goals he sets. This is why they achieve so well. The school's musical and sporting successes are due largely to the support the headteacher and the deputy headteacher give the staff to make the best of their talents. Parents, staff and governors are very quick to recognise the contribution the headteacher has made to the success of the school.

46. The good evaluation of teaching provides teachers with clear ways to improve their work. The headteacher observes all staff teaching, and provides detailed reports. Subject leaders, however, have limited time over the year to see others teach and this restricts their role in raising standards.

47. The school ensures that all groups of pupils have equal opportunities to learn. The very good systems to check on pupils' progress and rectify any weaknesses are key factors in the high standards pupils attain. For example, the school targeted standards in writing as a priority following the last inspection and, since then, progress in writing has been very good with pupils consistently producing written work of a very high standard. In particular, the standards achieved by boys have improved significantly. This improvement was achieved by:

- the school's very clear focus on raising writing standards
- the provision of stimulating resources to help pupils enjoy writing
- giving more opportunities for pupils to write at length in all subjects; and
- teachers making their teaching of writing skills more effective

48. The leadership and management of the provision for pupils with special educational needs are very good and these pupils do very well as result. The new governor for pupils with special educational needs has useful training planned and has a keen interest in developing the provision.

49. The headteacher completes a very detailed analysis of the school's performance annually and produces a plan that details the actions the school will take to bring about further improvements. This plan, however, lacks detailed criteria that show the impact that actions will have on standards and is unclear about the exact cost of developments.

50. The school enjoys a stable staff and good procedures have ensured that recent appointments of new teachers have helped them settle into school life with ease.

51. The governors work hard on behalf of the school. They have a good working relationship with the headteacher and staff and they fulfil their responsibilities to a satisfactory standard. The governors have a good awareness of the school's priorities but do not play a big part in deciding what these are in the first place. They have a good understanding of the impact of falling numbers of pupils and are seeking ways to actively promote the school within the community. Financial management is sound. The school bursar provides the head and governors with regular monitoring information on expenditure and there are satisfactory systems to ensure the school gets the best value from its spending.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	Balances (£)
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Total income	477463
Total expenditure	486896
Expenditure per pupil	2203

Balance from previous year	-9433
Balance carried forward to the next	-18866

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

52. Provision for the Foundation Stage is satisfactory overall. Children are admitted to the nursery in September or January after their third birthday and enter reception in the September or January before they are five. The nursery opens for part time attendance in morning or afternoon sessions. The Foundation Stage has only been established since September and is still in the early stages of development with recent changes of staff and new roles taken on. Not all children attend the school nursery and some enter the reception class from other day nurseries. These children had only been in school for half a term but were beginning to settle into the routines of the class.

53. Children enter the nursery with a wide range of prior experience and are at expected levels of attainment overall. The children achieve steadily through the nursery and reception classes and most are on course to attain expected levels in all areas of learning by the end of the reception class due to the satisfactory teaching and learning. There is good planning to ensure coverage of all areas of learning, although the balance of time and resources are not so well planned for some elements of the curriculum, and the purpose of some activities is not always clear (for example, the shared registration period when nursery and reception children come together). There is a satisfactory mix of activities directed by adults and those chosen by the children. The accommodation is satisfactory and rooms are bright, cheerful and organised purposefully for the younger children.

54. The reception room has no provision for exploration and investigation in water and sand and children can only do these activities in the afternoons in the nursery when the younger children have left. This limits their progress. The very recently appointed Foundation Stage co-ordinator has undergone some useful training. Leadership and management are satisfactory. There are good plans for further developments, and the school has established productive links with other schools to make staff aware of the best practice around.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is satisfactory.

Main strengths and weaknesses

- Supportive relationships are being established and so children feel confident and happy
- Most children show good levels of interest in activities
- Staff are quick to praise children's efforts
- Children find it hard to take turns and co-operate in a game

Commentary

55. The teaching and learning are satisfactory in this area. Staff are successful in establishing a warm and friendly atmosphere where parents and children feel welcome. As a result, most children separate from the parent or carer happily and staff are good at supporting any anxious children. Young children quickly learn the general routines from watching others. Achievement is satisfactory. Many children talk freely about their home and family and about their work, although some of the younger ones are still shy and

reluctant to talk. There is a satisfactory range of activities provided which interest and motivate the children, but sometimes staff are too quick to interrupt to do more formal activities than while they are working happily. This slows down the development of children's independence.

56. The children using the computer programmes concentrate well for long periods and enjoy this work. Children are valued and praised well for their achievements by the adults and this makes them want to do well. One who had been awarded a 'good boy' rosette walked round very proudly all session showing it off, and this resulted in others trying to be good as well. Children are beginning to learn to take turns in group activities, but even some of the older ones still find this hard. They often struggle to concentrate for long periods in whole class sessions and often interrupt the teacher or other children when they are talking. Adults are not always consistent in the way they discourage this behaviour and this explains why it persists.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication language and literacy is satisfactory.

Main strengths and weaknesses

- Adults provide good support for children with English as an additional language
- Children listen and respond to stories and books well
- Many of the older children talk confidently to others in groups
- Occasionally, the pace of teaching is slow, and children lose concentration

Commentary

57. Achievement in this area is satisfactory and most children are in line to achieve the expected levels by the end of the reception class. The teaching is satisfactory. A specialist teacher supports the children well with English as an additional language and they are making good progress. Children generally concentrate well when adults read them stories, particularly when they make the story fun. One teacher used her voice very well during a reading session, enhancing the story very effectively with an elephant puppet, and the children were captivated. Younger children enjoy listening to stories and discussing the pictures because the adults are good at asking the right questions to help them understand the book and see the link between the pictures and the story. It also increases children's vocabulary and teaches them to use full sentences. Older children talk about a story with reasonable understanding, but sometimes they lose the plot when the teacher does not insist that they listen to each other. This slows down the pace of teaching and learning. In the nursery, younger children make marks on paper, some of which resemble letters, and a few write their names. The older children copy the teacher's writing but few have the confidence to attempt to write on their own. There are some good opportunities to develop early writing skills using drama.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- The teachers use a wide a range of activities to help children achieve well
- The good resources motivate children
- Adults provide good support for children with special educational needs
- The lack of sand and water limit opportunities to explore shape and space in the reception class

Commentary

58. Early indications are that the majority of children are on course to meet the expectations in this area of learning because the teaching is good. Already, children are achieving well as a result of the wide range of opportunities planned to develop their mathematical understanding and the good questioning by adults to deepen this understanding. Most children count accurately to five and a few more able children count objects to ten. They explain the difference between short, long and tall objects. During one well-planned lesson, the children were identifying two and three-dimensional shapes and a few could estimate and then count how many corners and sides the shapes had. The careful questioning and demonstration by the teacher and support assistant gave them a good understanding of the work. This activity was further enhanced by a good range of activities using construction and drawing activities to give children a good grasp of shape and space. There is good support for children who struggle with mathematics when adults provide work that is well matched to their understanding and teaches them important basic counting skills.

59. Adults are imaginative in their teaching and this helps children enjoy mathematics and learn quickly. In a good lesson in the nursery, for example, the adult used the role play area very well to teach number skills when she pretended to order carpet from children. She introduced size, number, cost and delivery time into the 'game' and they learned a lot in a short time about mathematics in everyday life.

60. The nursery has good resources, including sand and water, to support mathematical development but there is as yet no such provision in the reception class. This slows down the pace of children's learning.

61. The National Numeracy Strategy is being adapted well in the reception class. By breaking down the lessons into short sessions, the teacher is able to teach the skills while maintaining children's interest. This is preparing the children well for work in Year 1.

Provision in knowledge and understanding of the world, creative and physical development have not been judged as not all aspects of these areas of learning were seen during the inspection.

62. To develop children's **knowledge and understanding of the world**, there is a good range of construction materials and children are given many opportunities to explore these. Children learn about Divali and have a sound knowledge of Rangoli patterns. Children enjoy using computers and are supported well by adults to help them use the mouse to click on objects and then drag them to develop a picture. This is a big improvement since the last inspection when children had few opportunities to develop their ICT skills in these classes. They use a tape recorder, intercoms and microphone competently. In their **creative development**, children produce some interesting pictures using different materials. They are beginning to act out roles in the role-play areas but they find it hard to do this for any length of time, and they rarely show the skills to work effectively as a group. Children's **physical development** is hampered by shortcomings in the accommodation and the lack of easy access to the outside area. Much of the work, therefore, is directed by the teacher in the hall and children miss the opportunities to explore ways to climb, balance and use wheeled vehicles.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is very good.

Main strengths

- Standards are well above average throughout the school
- Writing is a strength of the school
- The range of fiction reading books for pupils is very good
- Very good teaching ensures pupils make rapid progress

Commentary

63. Pupils achieve very well in all aspects of English. Standards have improved since the last inspection because of the better standards of teaching. The school has very good procedures to monitor pupils' learning by systematically assessing their progress at regular intervals. Very effective action is taken to rectify weaknesses and to plan work to meet the needs of pupils who are making insufficient progress. Teachers' planning of lessons is very good, and identifies the precise skills that pupils need to master. Their knowledge of the curriculum and the National Literacy Strategy is very good. Teachers work very well in teams and share their knowledge and understanding with each other very effectively. This explains why standards are consistently high. Pupils with special educational needs make very good progress because work is well matched to their ability, and their progress is monitored closely. Teachers are aware of the need to ensure that the most able pupils are given opportunities to work at their own pace.

64. Standards in speaking and listening are well above average because pupils throughout the school are given many opportunities to discuss their responses to teachers' questions and tasks, in pairs and groups. By Year 2, they talk to adults easily about their school and their work and, by Year 6, they show great confidence when giving presentations to the rest of the class.

65. Standards in reading across the school are well above average. Teachers are very good at teaching the skills of reading and, by Year 2, nearly all pupils have a very good store of memorized words. They tackle unfamiliar texts well and show confidence when building sounds into words. Throughout the school, teachers make a point of reading to the class using lots of expression, and this helps pupils do the same. As a result, by Year 6, nearly all pupils' reading is lively and fluent. In many lessons, teachers require pupils to scan books quickly for information and this enhances their achievement in all subjects. The school has a very good range of fiction books available to interest pupils, and they are given lots of encouragement to bring books to school from home and the local public library; this helps to give them a love of reading. Pupils in Year 6 speak with enthusiasm about their reading books, which include titles from Anthony Horowitz, Anne Fine, Jacqueline Wilson and Phillip Pullman. Many pupils keep detailed reading diaries that also include comments from teachers and parents. These help keep track of their progress and give a good picture of their reading interests.

66. Standards in writing are consistently high throughout the school. The recent national picture has been for girls to write better than boys but the boys' standards are equally as good as the girls. This is due to high quality, stimulating teaching. In Year 6, for example, teachers have used the Internet very well to give pupils the information to write detailed biographies, and in Year 4 pupils had great fun writing a play script from a traditional story.

Teachers provide many opportunities for pupils to write in other subjects, and this is an important way that the school has raised standards.

67. The leadership and management are good. The co-ordinator is knowledgeable about the subject and provides clear guidance to staff. The headteacher gives very active support to the co-ordinator to monitor pupils' progress in English and determining future priorities for development.

Language and literacy across the curriculum

68. Teachers are skilled at teaching aspects of the National Literacy Strategy through other subjects. Pupils have written extensively in history about the Victorians in Year 5, and much of the work on the arrival of a new baby in Year 1 was of a high quality. In ICT, pupils use word processors very effectively to redraft their stories and write vivid poems.

MATHEMATICS

Provision in mathematics is very good.

Main strengths

- Pupils enjoy mathematics and their achievements are very good
- The high quality of the teaching ensures that pupils learn very quickly
- The leadership and management are very good
- Assessment is used very well to raise standards

Commentary

69. Standards by Year 2 and Year 6 are well above average. Since the last inspection, the school has done very well to maintain high standards at Year 6 and improve them at Year 2. This is the result of very good work by the school to:

- improve resources so that teaching is more effective;
- link the curricular planning more closely to the numeracy strategy; and
- use results from tests to identify and rectify areas of weakness.

70. The teaching and learning are very good throughout the school, and all groups of pupils do very well. Pupils with special educational needs make very good progress because they are taught skilfully how to tackle a sum and supported very effectively in their individual work when they are stuck. More able pupils achieve well as the result of teachers' high expectations and the provision of exciting challenges to make the best of their skills.

71. In Years 1 and 2, pupils achieve very well and, by Year 2, they have a very good recall of number facts to 20 and use a wide range of effective strategies to work out problems. Teachers provide lots of challenging practical work and pupils learn quickly how to measure accurately and use data to make graphs. Teachers have very high expectations of pupils' work and behaviour. This is why pupils work very hard and cover a lot of work in lessons. Teachers are very skilled at explaining new work and then providing pupils with just the right activities to practise their new skills. In Year 2, for example, the teacher made a very good job of teaching pupils how to divide by ten. When she was sure that all had the basic idea, the teacher set a series of increasingly more difficult sums for them to tackle and made careful note of common errors. By correcting these mistakes in front of the whole class, the teacher ensured that all pupils had mastered a difficult skill by the end of the lesson.

72. In Years 3 to 6, teachers make the mental starter lesson fun, and pupils enjoy responding with quick-fire answers. Their mental mathematical skills develop very well as a result and, by Year 6, pupils are very quick to work out complex sums in their head. The school has done lots of work to improve pupils' problem solving skills, and they are now very confident finding sequences of numbers, looking for number patterns in investigations and finding different ways to solve a problem. Teachers use ICT well to improve pupils' skills in mathematics, and much of the work involving spreadsheets is of a high quality. Teachers are very good at using results of assessment to raise standards. This was seen to very good effect when one teacher introduced regular multiplication tests when it was shown that pupils' knowledge of tables was weak. In a short time, pupils improved significantly in both their speed and accuracy.

73. The leadership and management are very good. The school uses the results of regular assessments of pupils' work very well to plan further work, and makes detailed analyses of national test results to see where teaching and learning can be improved. In particular, this has resulted in a big improvement in pupils' grasp of mathematical investigations. The subject co-ordinator has an excellent grasp of what needs to be done next to raise standards and shows a very good example by her own teaching.

Mathematics across the curriculum

74. Teachers make very good use of mathematics across the curriculum. In ICT, pupils consolidate their mathematical skills very well when making calculations using spreadsheets and producing a wide range of different graphs of their investigations. In science, they have made careful measurements of the weight of different materials when water is added and in design and technology, pupils measured very accurately when making models of Greek temples.

SCIENCE

Provision in science is very good.

Main strengths and weaknesses

- Overall standards and achievement are very good
- The teaching is very good, especially of experimental science
- Motivating teaching ensures that pupils are enthusiastic and work hard
- Good use is made of the environment to help pupils learn
- Teachers make too little use of ICT

Commentary

75. Pupils enter Year 1 with attainment that is as expected for pupils of this age. Due to good teaching the pupils achieve well throughout Years 1 and 2 and standards at the end of Year 2 are above average. By Year 6, standards are well above average and pupils achieve very well. Teachers and support staff work well together and give pupils with special educational needs the right amount of support to ensure they achieve very well. Standards are significantly higher than at the last inspection because the teaching is better and the curriculum provides far more opportunities for experimental work.

76. In Years 1 and 2, teachers are good at teaching pupils how to understand scientific ideas and they learn quickly about living things, the characteristics of different materials and how forces work. Teachers plan the curriculum well so that pupils build very well on

their previous knowledge. In the most effective lessons teachers provide a very good balance between whole class teaching and opportunities for the pupils to experiment and try out their ideas through investigational work. By Year 2, pupils conduct good experiments to discover what conditions animals need to flourish and use the school grounds well to study creatures. Teachers set a brisk pace in lessons and are imaginative in their teaching; this is why pupils are highly motivated and work very hard.

77. In Year 3 to 6, teachers build very well on pupils' earlier work, and provide lots of interesting opportunities for them to find things out for themselves. In a very good Year 4 lesson, for example, pupils investigated ways to separate solid materials that had been mixed together 'accidentally'. The teacher made up amusing stories about how these accidents happened involving teachers in school. One example involved Mrs X who had put salt on her cornflakes instead of sugar, and pupils had to work out how they could help her separate them. This worked very well and pupils had great fun while learning important skills. Teachers develop these skills very well as pupils get older and, by Year 6, pupils are very skilled at making predictions of the outcomes of experiments. Their work, for example, on predicting and testing which part of the room will be at the highest temperature, and how quickly water would evaporate in different containers, was of a high quality. Despite the constraints in Years 5 and 6 of cramped classrooms, teachers organise experimental work so successfully that pupils can still work efficiently.

78. Throughout the school, pupils' work is recorded neatly, spelled well and presented in a range of interesting ways, including extended pieces of writing, tables, diagrams and graphs. The quality of teachers' marking varies greatly from class to class, and ranges from very good comments to show pupils how to improve, to a series of ticks and crosses that offer little guidance. There is limited evidence of the use of ICT to support the work in science.

79. The leadership and management are very good. The school makes very good use of test results to see how the teaching and learning can be improved and sets very challenging targets for the future. There is some useful evaluation of the quality of teaching, but not enough of it to ensure that teachers make the most of the best practice throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is good.

Main strengths

- Pupils achieve well by Year 2
- Teachers have good subject knowledge
- Good leadership and management are raising standards
- Teachers use the ICT suite very well

Commentary

80. Standards are above average by Year 2 and pupils achieve well. They achieve satisfactorily by Year 6 where standards are average. Standards are similar to those at the last inspection by Year 6 but higher by Year 2. The school has struggled in recent years to provide pupils with sufficient up to date computers because of the shortage of funds, and this affected pupils' progress. Now there is a good supply of powerful machines, a well-equipped suite and good opportunities for all classes to use it each week. Standards are

rising as a result. Pupils with special educational needs make good progress, and use ICT well to improve their language and literacy skills.

81. The quality of teaching and learning is good throughout the school. Teachers are confident in their own knowledge and they are good at helping pupils who are stuck. They give just enough guidance to overcome a problem while allowing pupils the independence to try things for themselves. In Years 1 and 2, teachers give lots of opportunities for pupils to develop basic computer skills and, by Year 2, nearly all enter, retrieve and store their work competently and use their imagination well when using different fonts and colours to enhance their work. They organise data very confidently and, in one lesson, pupils in Year 2 achieved very well when designing questions to sort objects. They thought very carefully about questions that would separate fruit such as, 'is it green?' 'does it have pips on the outside?' and they were justifiably delighted with their results.

82. In Years 3 to 6, teachers make the most of their time in the computer suite and their high expectations encourage pupils to strive to do their best. In one very demanding lesson, for example, the teacher asked pupils to produce a picture on computers in the style of the artist George Seurat. This required pupils to use a graphics program and select the right size and colour of dots to imitate Seurat's work. Pupils found this very hard but persevered well and achieved very well by the end. Their 'paintings' were stunning. Pupils in Year 6 are making up lost ground quickly because of the good teaching. They handle data well and produce good graphs of their findings. They make good use of the Internet to research projects such as the lives of famous musicians, and are confident combining text, sound and graphics to make presentations. They have had little experience of using computers to control devices because the school has only recently acquired the kit.

83. The leadership and management are good. The school has provided good training so that staff are competent with the new computers and programs. Good analysis each term of pupils' skills provides useful information to raise standards further. In a very good initiative, the school has provided pupils with copies of some programs to take home and pupils enjoy using these to do homework tasks. There is now a good ratio of pupils to modern computers and the rising standards are a clear indication of money well spent. The subject enhances pupils' personal and social development as they work well in pairs, sharing tasks, sensibly discuss which options they will choose and relate positively to peers and adults alike. They take a pride in their achievement.

Information and communication technology across the curriculum

84. The school uses ICT well in other subjects. In English, pupils are stimulated by tasks requiring them to write poems using a range of fonts and styles and in mathematics they conduct good investigations into pupils' physical characteristics and plot the data accurately. Pupils make good use of the Internet to research topics in history and geography, but in science there is little use of ICT.

HUMANITIES

85. During the inspection, only one lesson was observed in history and none in geography. Evidence is from looking at samples of pupils' work, photographs, subject co-ordinators' files, displays and talking to pupils. In **geography**, there is a good scheme of work that provides effective guidance to teachers and interesting tasks for pupils. Pupils in Years 1 and 2 have produced some good work around the theme of holidays abroad making very

good use of their literacy skills to record their findings. In Years 3 to 6, pupils' studies of the local area are comprehensive and they show a thorough knowledge of Chesterfield. Year 5 pupils' work about water shows that they achieved well in this topic and responded enthusiastically to the wide range of photographs and maps provided. Pupils make good use of ICT in geography to research their topics and present their work. They have also gained much from their pen-pal links with pupils from a primary school on the Isle of Skye. In **history**, much of pupils' work throughout the school on the Victorians is of high quality. Teachers make very effective use of the school's own history to bring the subject to life. Displays are rich in old photographs, inkwells and records of the school in Victorian times and these have clearly stimulated the pupils to research further into the period. Teachers have shown imagination when linking history with other subjects, and pupils' knowledge of the Ancient Egyptians was enhanced by work in literacy, geography, art and design and design and technology.

Religious education

Provision in religious education is satisfactory.

Main strengths

- The multi-faith approach to teaching religious education is good
- The subject benefits from a good range of resources
- Teachers make lessons interesting

Commentary

86. Standards in religious education achieved by pupils across the school are broadly in line with the expectations of the Derbyshire locally Agreed Syllabus. The school has provided teachers with a comprehensive package of resources that support their teaching and ensures that the content of the Agreed Syllabus is met.

87. The quality of teaching and learning are satisfactory. By Year 2, pupils have a sound knowledge of the stories of the Bible and teachers are good at using the messages to show the importance of considering how we care for others. By Year 4, pupils have a good grasp of Hinduism. Teachers teach about the story of Rama and Sita in an interesting way, and pupils show a good understanding of the characters, their role in the story and the messages of good and evil that underpin the story. Pupils demonstrate both knowledge and sensitivity in their discussions on such important issues.

88. By Year 6, teachers have given pupils a sound grasp of different religions, and they gain valuable insight into how people worship when they visited local churches. They write knowledgeably about the Five Pillars of Islam and the Qu'ran, and have a good understanding of the role of holy books in world religions including Judaism, Christianity and Islam.

89. The leadership and management of religious education are satisfactory. The co-ordinator has organised the published scheme for the staff but gets limited opportunities to

evaluate the impact of the scheme and resources across the school to raise standards further.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

90. Only one lesson was observed in music and physical education and none was seen in design and technology or art and design. Further evidence was gained from listening to audiotapes and the singing in assembly, and looking at displays of pupils' work. The school has worked hard and with considerable success at raising the profile of The Arts in the curriculum, and in **music**, the school has a justifiably high reputation for pupils' singing and instrumental music playing. The excellent leadership, and the high level commitment of all staff to music, account for pupils' enjoyment of the subject and the high quality of their work. Pupils sing with great enthusiasm and many play a wide range of instruments to a very good standard. The brass band is exceptional and enjoys a very high reputation in the local area. The Year 6 lesson seen was outstanding. The very knowledgeable teacher had written music in two parts with instrumental accompaniment for pupils to perform in a festival. The teacher's very high expectations and excellent awareness of how to get the very best out of pupils ensured that they quickly improved their work and the end result was stunning. It is no surprise that the school has been successful in many musical competitions.

91. There is much evidence of above average attainment in **art and design**, which represents a big improvement since the last inspection. The school's involvement in an 'Out Of Africa' Arts Week produced some very good designs of masks by pupils of all ages. Their effective use of vivid colours and exciting materials produced a dazzling display of work. Year 3 pupils have used their design skills very well to make 'designer T-shirts' that also made excellent use of their ICT skills to design and print their creations. Pupils have a good feel for three-dimensional work and those in Year 4 created some lively pictures of space with pop-up planets. Pupils develop their skills well, and by Year 6 they have used their good drawing skills very effectively to draw portraits, sketch hands and produce Ancient Egyptian landscapes. In **design and technology**, pupils in Year 1 have made very detailed lighthouses and by Year 2 they showed good design skills as they wrote step-by-step instructions to make a hibernation shelter for a hedgehog. Year 4 pupils produced some work of high quality when designing and making designs of chairs. Their designs showed an excellent eye for detail and their models were of high quality. By Year 6, pupils have honed their skills well, as was illustrated by their very good bridges as part of a design competition.

92. In **physical education**, the school is very successful at competitive sports. As a result of very strong leadership by key staff, the school has gained a high reputation for standards in tag rugby, football and cricket. The school is rightly proud of the work done by pupils in dance and in a very good lesson observed, pupils in Year 5 achieved very well when creating a dance from the theme of a poem. Their work was of a high standard and they had great fun while learning very quickly how best to represent the power of a volcano. The school compensates very well for the poor accommodation for physical education by making very good use of facilities and expertise at a local college.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Not enough lessons were observed to make judgements on achievement or teaching. The evidence from those lessons seen, discussions with pupils and looking at their work shows that pupils gain a very good understanding of their place in society and of their responsibilities as citizens. The school council is an excellent example of how pupils of all ages can make responsible decisions to improve the school.

PART D: SUMMARY OF THE INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	2

Pupils' attitudes, values and other personal qualities	1
Attendance	4
Attitudes	1
Behaviour, including the extent of exclusions	1
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
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).