

INSPECTION REPORT

CUTTHORPE PRIMARY SCHOOL

Chesterfield

LEA area: Derbyshire

Unique reference number: 112513

Headteacher: Mr R P Andrews

Lead inspector: Mr A J Dobell

Dates of inspection: 15th - 16th November 2004

Inspection number: 266713

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	92
School address:	School Hill Cutthorpe Chesterfield
Postcode:	S42 7AS
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Glossop
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

This small primary school draws its pupils mostly from the village of Cutthorpe and the surrounding area. It is over-subscribed. Pupils come from mixed backgrounds and their socio-economic circumstances cover a wide range, but are average overall. When children join the Reception class, their attainment and learning skills cover the full range but, again, are average overall. All pupils in the school come from white western European backgrounds and none speaks English as an additional language.

The school has 92 pupils on roll with 10 in the Reception class. There will be another entry into the Reception class in January. Ten pupils are on the school's register of special educational needs and, at 11 per cent, this is broadly average. No pupils have a statement of special educational needs. The nature of special educational needs includes specific and moderate learning difficulties and visual impairment. The proportion of pupils eligible for free school meals is below average as is the number of pupils joining and leaving the school during the course of the year. Over the last three years, the school has received a School Achievement Award, an Ecology Silver Award, the Basic Skills Quality Mark, the FA Charter Mark and Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English Music Physical education
19373	Mrs W Sheehan	Lay inspector	
16761	Mr M Hemmings	Team inspector	Special educational needs Science Information and communication technology Art and design Design and technology Religious education
15011	Mrs M Wallace	Team inspector	The Foundation Stage Mathematics Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school giving excellent value for money. Standards are very high when pupils leave the school and have improved well since the previous inspection. Teaching and learning are of very good quality overall and very effective leadership has created an innovative and forward-looking school.

The school's main strengths and weaknesses are:

- Pupils' achievement is very good because they are very well taught and benefit from a very good curriculum.
- Standards in English, mathematics and science are very high by the time that pupils leave the school.
- Very effective leadership and management result in excellent relationships throughout the school.
- Pupils have very good attitudes to learning and behave very well because they feel secure and valued in the school.
- Pupils are very well cared for and guided so that their personal development is very good.
- Children in the Reception class are not consistently given opportunities for creative and imaginative work and to choose their own activities.
- Parents contribute very well to learning.

The school has improved well since it was inspected previously. Standards, pupils' achievement, the quality of the curriculum and leadership and management have all improved well. The key issues for action from that inspection have been dealt with successfully.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A*	A*	A*	A*
mathematics	A*	A*	A	A
science	A*	A*	A*	A*

Key: A – in the top five per cent; 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 very good overall. Children enter the Reception Year with levels of understanding which are average overall, but cover a wide range. They are likely to reach the standards expected for five-year-olds by the end of the year. Pupils make very good progress and achieve very well in Years 1 to 6. As a result, standards have improved well since the previous inspection and, in English, mathematics and science, are now generally very high by the end of Year 6. Standards in information and communication technology are above average at the end of Years 2 and 6, and pupils with special educational needs achieve very well throughout the school.

Pupils' personal qualities are very good. Pupils have very good attitudes to learning and behave very well both in and out of class. Their spiritual, moral, social and cultural development is very good overall and pupils have an excellent appreciation of how to contribute to their school community. Attendance is well above average.

QUALITY OF EDUCATION

The school provides an education of very good quality. Teaching and learning are very good overall. Teachers, particularly in Years 2 and Years 5 and 6, make lessons stimulating and interesting so that pupils put considerable effort into their learning. Teaching assistants contribute very effectively to learning. Assessment systems to evaluate pupils' progress and plan their future learning are very good overall.

The school's curriculum is very good and there are good opportunities for enrichment out of class. Staff skilfully make links between subjects to make learning more meaningful. However, the curriculum for children in the Reception Year does not consistently provide opportunities for creative and imaginative development. Pupils with special educational needs achieve very well because they are given very good support. Pupils receive very good quality care so that they feel secure and valued and achieve very well. Good links with parents, the local community and other schools promote learning well.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher, fully supported by his colleagues, provides imaginative and innovative leadership so that the school is a forward looking and vibrant community. There is a clear understanding of the school's strengths and potential for development and a determination to enable all pupils to achieve their potential both personally and academically. There is an impressive unity of purpose in the school, and all adults contribute very effectively to learning. The school is very inclusive and all are provided with equality of opportunity. The school evaluates its performance very effectively and uses the information gained to identify areas of potential development and to plan to address them. The professional development of the staff is linked well to the school's priorities for development. Finances are managed very efficiently and the principles of best value are practised very effectively. Governors have a very good understanding of the school's strengths and potential for development and ensure that it meets legal requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views about the school. This was illustrated by the responses in the parents' and pupils' questionnaires and at the meeting for parents held before the inspection. Inspectors support these positive views. Parents have no major concerns, but a number felt that children joining the Reception class in January are disadvantaged because they spend less time in the Foundation Stage. Inspectors recognise the logic of this argument.

IMPROVEMENTS NEEDED

There are no key issues for the school to address, but, in the context of its many strengths, the following point for improvement should form the basis for an action plan:

- increase opportunities for children in the Reception Year to experience creative and imaginative learning activities and to choose their own activities so that they become more independent.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is satisfactory in the Foundation Stage and very good in Years 1 to 6 regardless of gender and level of attainment. Pupils with special educational needs achieve very well. Standards in English, mathematics and science are very high by the time that pupils leave the school, and are generally well above average at the end of Year 2. Attainment in information and communication technology is above average and, in religious education, attainment meets expectations.

Main strengths and weaknesses

- Standards are very high by the time that pupils leave the school.
- Pupils achieve very well in Years 1 to 6 because their learning is very effectively managed.
- Children in the Foundation Stage achieve satisfactorily but have insufficient opportunities to manage their own work and become independent.
- The school achieves very high standards because the headteacher, with the full support of his colleagues, has a very strong commitment to improvement.

Commentary

1. In the national tests at the end of Year 2 in 2004, standards were well above average in reading and above average in writing and mathematics. Over the last three years, standards have always been at least above average and have mostly been well above average or very high – that is, in the top five per cent of all schools nationally. This is evidence of very good achievement. In the national tests at the end of Year 6 in 2004, standards were very high in English and science and well above average in mathematics. For the previous three years, standards had been very high in each subject. These exceptionally high standards show that pupils achieve very well and make very good progress.

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

Standards in:	School results	National results
reading	17.5 (18.8)	15.8 (15.7)
writing	15.8 (16.6)	14.6 (14.6)
mathematics	17.3 (18.6)	16.2 (16.3)

There were 12 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 2004

Standards in:	School results	National results
English	31.9 (32.3)	26.9 (26.8)
mathematics	29.8 (30.8)	27.0 (26.8)
science	32.6 (33.0)	28.6 (28.6)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils make very good progress and achieve very well in Years 1 to 6 because they are very well taught, particularly in Years 2 and Years 5 and 6. Imaginative and stimulating teaching engages pupils' full attention so that they work with sustained interest and concentration. Learning tasks challenge them to give of their best, take responsibility for their own learning and express themselves clearly and precisely. Subjects are skilfully linked so that learning in one subject promotes achievement in another. For example, computers are used routinely in lessons so that pupils understand that they are a resource for learning in the same way as are books. Because pupils put considerable effort into their work, standards are above average in information and communication technology and history. Evidence from displays of pupils' work shows that standards are above average in art and design and design and technology. Inspectors did not have sufficient evidence to judge standards in geography, music and physical education. Standards in religious education are in line with those expected in the Derbyshire Agreed Syllabus for the subject.
3. Pupils with special educational needs make very good progress and achieve very well in relation to their prior attainment. They are given very good support by teaching assistants and their progress is carefully monitored so that targets for future progress can be set. The rate of their progress can be judged by the fact that, in 2003-04, all pupils except two in Year 6 made better than expected progress in at least one subject between their national tests at the end of Year 2 in 2000 and their tests at the end of Year 6 in 2004. The 15 who achieved better than expected included those with special educational needs.
4. Sound teaching means that children in the Foundation Stage are likely to attain the standards expected in the early learning goals by the end of the Reception Year. This represents satisfactory achievement. However, children do not have enough opportunities to choose their own learning activities and so become independent, and they do not systematically develop speaking and listening skills in imaginary role-play situations. There are too few opportunities for them to develop creative skills and to experiment, for example, in sand and water play. As a result, their achievement is satisfactory as opposed to good or very good.
5. Even so, the school has successfully maintained very high standards by the time that pupils leave the school over a number of years. This is because the headteacher and his colleagues are fully committed to improvement and are very ambitious for their pupils to be successful. The school is in a strong position to maintain these highly impressive standards.

Pupils' attitudes, values and other personal qualities

Excellent relationships amongst all staff and pupils create a very good climate for learning within the school. Attitudes and behaviour continue to be very good. Pupils' personal development is now very good as is their spiritual, moral, social and cultural development.

Main strengths and weaknesses

- Excellent relationships between all staff and pupils, promoted through excellent opportunities for social development, ensure that everyone is valued.

- Pupils' behaviour and attitudes to learning are very good overall, creating an enthusiastic climate for learning.
- The provision for pupils' spiritual, moral and social development is very good overall and helps pupils to develop very good personal and social skills.
- Attendance levels are very high, maximising pupils' learning opportunities.

Commentary

6. Social skills are developed very effectively throughout the school so that relationships between different age groups and all adults are excellent. In lessons, pupils are willing to help others and readily share resources. They speak confidently to adults, and, through Children's Assemblies, learn how to speak to large groups. The strength of relationships and teamwork throughout the school is a key factor in pupils achieving very well and continually doing their best. All teachers take time to listen to all pupils' thoughts, ideas or concerns. This is noticeable in lessons where teachers and teaching assistants listen carefully and value pupils' responses. Registration is a friendly time and teachers enjoy the opportunity to socialise with pupils. Group reading provides very good opportunities for pupils of different ages to read together. Older pupils especially enjoy the opportunity to read with younger children.
7. All pupils, including those with special educational needs, have very good attitudes to learning and in Years 2, Years 5 and 6 they are exemplary. In discussions, pupils say that they find lessons fun. They are enthusiastic about everything that the school offers, including activities outside class. They settle quickly in class and are very eager when responding to questions and when participating in discussions. They support each other very well in paired and group work. For example, in a Year 3/4 numeracy lesson, pupils were learning how to program a 'roamer'. They worked very effectively as a team, listening to each other's ideas and helping each other to complete the task. Their excitement on completion was infectious. Pupils who have special educational needs are given very good support. As a result, they feel confident and have very good attitudes in lessons.
8. Pupils' behaviour is very good throughout the school day and lessons are delivered at a very good pace, with minimal disruptions as the result of inappropriate behaviour. Playtimes are friendly, social occasions with pupils of all ages mixing and joining in games together. 'Friendship Stops' in the playground and 'Bully Buddies' ensure that pupils are never left out and always have someone to help them. The overwhelming majority of parents who responded to the questionnaire agreed that behaviour was good. No bullying was observed during the inspection and, in discussion, pupils say that, when the rare instance occurs, staff deal with the issues quickly and sensitively. Procedures to monitor and record any instances of bullying are fully in place. There has been only one fixed-term exclusion in recent years. These very positive attitudes and pupils' very good behaviour ensure that they maximise all learning opportunities.
9. There is very good provision for pupils' spiritual and moral development, excellent provision for their social development, and good provision for their cultural development. Pupils' spiritual development is supported by very good opportunities in lessons and assemblies to raise their self-awareness. An assembly on feelings, for example, enabled pupils to reflect on how people might feel and how they should manage their feelings. In response, one pupil replied that 'he felt sad as maths was

the next lesson and he didn't like it - so, in order to deal with this sadness, he was going to try harder in the lesson'. Pupils' work and behaviour are well rewarded through a system of house points, positive praise, a courtesy cup and through attractive displays of their work. These raise pupils' self-esteem and confidence, and their keenness to succeed. Pupils have a very secure understanding of the difference between right and wrong and a very clear appreciation of the possible impact that their behaviour might have on others. Through a Year 5/6 history lesson on World War II, for example, pupils began to understand the issues of racism and how it felt to be discriminated against. Pupils often encourage their peers to behave appropriately and older pupils act as very good role models for younger pupils. They have excellent social skills overall and an excellent grasp of the implications and responsibilities of living in a social group. Pupils have a good appreciation of their own and others' cultural traditions. In a Year 1 religious education lesson, for example, pupils understood some of the traditions of other faiths within Britain today. Staff invite visitors into school to enrich pupils' understanding of other cultures - for example, a Brazilian dance workshop was held recently.

Attendance

10. Attendance levels have continued to improve during 2003/04 and are well above average. Procedures are in place to reward good attendance but first day of absence calling has yet to be fully introduced. All pupils attend regularly and punctually thus making the most of all learning opportunities.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.8	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

There was one temporary exclusion during the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an education of very good quality. As a result, pupils achieve very well overall, including those who have special educational needs. Children in the Reception Year achieve satisfactorily. The curriculum is of very good quality with particular strengths in English, mathematics and science. The school cares very well for its pupils and their learning is supported by very good systems for assessing their achievement and tracking their progress. Links with parents, other schools and the local community are good.

Teaching and learning

Teaching and learning are very good as are systems for assessing pupils' progress.

Main strengths and weaknesses

- Teachers prepare stimulating and challenging lessons because they have a very good knowledge and understanding of the subjects of the curriculum.
- Very good use is made of assessment to make learning effective.
- Teaching assistants offer very good support.
- Pupils' achievement is very good because they have very good attitudes to learning and work very well.
- Pupils with special educational needs are very well taught.
- Children in the Reception Year have too few opportunities to work creatively and imaginatively and to be independent.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	6	7	2	0	0	0

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

11. The quality of learning is very good over time because teachers have a very clear understanding of the subjects that they are teaching. They use this very secure understanding to plan stimulating and challenging lessons which will enable pupils to build on what they already know, understand and can do. In very good and excellent lessons, teaching is lively and enthusiastic, so that pupils' attention is fully engaged. For example, in a very good science lesson in Year 2, very good planning linked learning to the levels of scientific knowledge of different pupils at different stages of learning. As a result, all pupils, including those with special educational needs, achieved very well. Pupils' skills were developed very effectively because they were given responsibility to take the initiative in their investigations. A strong emphasis on correct scientific vocabulary enhanced pupils' learning, and, as a result, they attained above average standards in the lesson. Similarly, in an excellent English lesson in Years 5 and 6, all pupils were fully engaged in learning because teaching was charismatic and challenging. Excellent relationships in the class, underpinned by the very effective use of humour and praise, meant that pupils worked with real effort and enjoyment. All pupils felt that their ideas were valued and so they had the confidence to join in discussions, respond to questioning and offer suggestions. Excellent questioning ensured that pupils expressed themselves with clarity and precision. An emphasis on drafting and evaluating before writing a final version, and references to pupils' individual targets, resulted in very high achievement in the lesson. Where teaching and learning are satisfactory, pupils' attention is less fully engaged in learning and they are more easily distracted. This means that they achieve less and make satisfactory progress because the pace of the lesson slackens.
12. Very good systems for monitoring and evaluating pupils' learning are key factors in promoting their progress. Pupils' work is marked thoroughly and there are frequent suggestions to indicate how they can improve their work further. Targets for improvement are given to individual pupils and they are encouraged to manage their progress towards their targets. All pupils' progress is evaluated in English, mathematics and science each half term so that their future learning can be planned. Other subjects are monitored termly. This information for managing learning is reinforced by careful analysis of national tests to identify any areas of relative

weakness. If necessary, these can be included in the School Improvement Plan, as, for example, was writing. These different strands of assessment are integrated into a comprehensive system which enables the school to manage learning very effectively so that pupils achieve very well.

13. Teaching assistants make a very effective contribution to learning. They are well briefed and confident to take the initiative in supporting learning for individuals and groups of pupils. On occasions, they support small groups withdrawn for particular purposes. In these sessions, teaching assistants are sensitive, but offer real challenge so that learning is very effective.
14. Because pupils in most lessons are engaged by the interesting work planned for them, they have very good attitudes to learning. They put a good deal of effort into their work and concentrate very well for long periods. In most classes, they are working with such enthusiasm that the issue of class control does not arise and all are fully engaged in learning. This means that learning time is used to the full and results in pupils making very good progress.
15. Pupils with special educational needs receive good support. Effective teaching enables them to meet the targets in their individual education plans. Teachers have a good appreciation of their needs and are very well supported by teaching assistants who work very effectively with these pupils during group activities. Teachers plan work which is well matched to these pupils' needs and, as a result, they achieve very well and make progress at the same rate as other pupils.
16. Children in the Foundation Stage enter the Reception Year with average levels of attainment and make satisfactory progress. Most are likely to achieve the standards expected in the early learning goals by the end of the school year. They will be in a secure position to begin their work on the National Curriculum when they enter Year 1 because they have made sound progress in the Foundation Stage. However, in the mixed Reception/Year 1 class, teaching and learning activities are more related to the National Curriculum than they are to the Foundation Stage. Children in the Reception Year do not have enough opportunities to choose their own activities and exercise independence. They have insufficient experience of creative and imaginative work because their learning environment is less rich than is generally found.
17. Overall, very good teaching results in learning of high quality so that pupils are attaining very high standards by the time that they leave the school. The school is in a strong position to maintain these very high standards.

The curriculum

The school provides a very good curriculum, with good enrichment opportunities including extra-curricular activities. There is a good match of teachers to the needs of pupils. Accommodation is satisfactory and learning resources are good. All statutory requirements are met, including the demands of the Derbyshire Agreed Syllabus for religious education.

Main strengths and weaknesses

- The curriculum has been developed well since the previous inspection to make it more interesting and stimulating for pupils.
- There is a strong emphasis on promoting pupils' personal development.
- Children in the Reception class are not given enough opportunities to choose their own activities or use their imagination to develop their learning.
- Provision for pupils with special educational needs is good.
- Information and communication technology is used well to support learning in other subjects.
- Resources for learning are good and the school's accommodation, whilst satisfactory, places restrictions on what the school can offer.

Commentary

18. There has been good improvement since the previous inspection, with all key issues relating to the curriculum having been dealt with successfully. The planning of learning is now good, and effectively meets the needs of pupils in the mixed age classes. The provision for information and communication technology has been much improved, so that all pupils are able to take part in learning experiences of good quality. More opportunities have been provided for pupils to appreciate the richness and diversity of life in a multicultural society. Extra-curricular activities have been extended and are very well attended by pupils. The views of pupils have been taken into consideration to add more variety to the curriculum. For example, they are now given the opportunity to take part in lessons to learn French and Spanish. However, it was not possible to see any of this provision because no lessons were taught during the inspection. This means that it is not possible to comment on this provision. The school day has been reorganised so that literacy and numeracy lessons do not dominate the morning sessions. As a result, pupils are able to develop their creative and physical talents throughout the day, rather than just in the afternoon. Parents and pupils talk enthusiastically about the approach that the school is taking. They believe that it has made the curriculum more interesting and exciting, and more relevant to pupils' needs.
19. The curriculum in the Reception Year does not effectively develop the children's ability to make decisions for themselves. Many of the activities are too teacher directed. The school is aware of this and is to review provision so that children have more opportunities to take responsibility and show initiative and imagination in lessons. In Years 1 to 6, the National Literacy and Numeracy Strategies have been put into place effectively. As a result, pupils have very good quality opportunities to refine their literacy and numeracy skills in other subjects. This is an important factor in the very good achievement that pupils show in English and mathematics. Pupils' investigational skills are highly developed in science because of the many well-structured practical activities planned for them during their experiments. The creation of mini computer suites in classrooms has enabled teachers to incorporate information and communication technology effectively into lessons. This means that pupils are able to use information and communication technology well to enhance and support their learning across the curriculum. Pupils' creative talents are developed well, with good use being made of visits and visitors to promote pupils' skills in art, drama and music. Very good use is made of a range of local and national initiatives to provide further significant learning opportunities for all pupils.

20. Provision for the pupils' personal development is very good, within a curriculum that enables all pupils to have equal access to all learning experiences. Pupils with special educational needs receive good support. Their individual education plans have been improved since the previous inspection so that they now have specific and manageable targets to allow them to achieve very well. Teaching assistants make a very positive contribution to the learning of these pupils, by providing high quality support in lessons. Throughout their time in school, all pupils are prepared very well for the next stages of their education.
21. The match of teachers and support staff to the curriculum means that pupils' needs are met very well. There is a wide range of good quality resources in all subjects, which effectively supports pupils' learning. The school occupies an attractive Victorian building which enables the National Curriculum to be taught, but which places significant constraints on what the school can offer. For example, the Year 2 class is being taught in the entrance hall which also houses the school library. This means that learning in this class is disrupted every time a visitor comes to the door and that opportunities to use the library as a learning resource are limited. Other areas of the school, for example the Year 5/6 classroom, are cramped, restricting the numbers of pupils that the school can admit. There are no spaces for small group work and the headteacher and school clerk occupy one room, which also serves as the staff-room. There is no medical room or room for confidential discussions. The hall is too small for indoor physical education for a class of thirty 10- and 11-year-olds, and restricts what the school can do in terms of performances and assemblies. There is insufficient space to store resources.

Care, guidance and support

Excellent relationships help to promote a very good level of care for all pupils who receive very good support and guidance. Procedures to ensure that pupils work in a safe environment are very good. The school involves all pupils very effectively by seeking and acting on their views.

Main strengths and weaknesses

- Excellent relationships ensure that all pupils are very well cared for and supported and that their opinions are fully valued.
- The school's procedures for health, safety and child protection are very good and ensure that pupils work in a safe and secure environment.
- Pupils' academic development is monitored very carefully to set targets for improvement.
- Induction arrangements to settle children into the Foundation Stage are satisfactory.
- Pupils with special educational needs receive very good care and guidance.

Commentary

22. All adults in the school create a friendly supportive atmosphere in which pupils mature. Adults provide very good role models for the pupils, and older pupils act as very good role models for younger pupils, resulting in a purposeful climate for learning. Throughout the school, all pupils are friendly and supportive of others and a helpful and co-operative community atmosphere exists. Pupils' views are carefully

listened to, especially in lessons, where their ideas are frequently sought. The school council and Eco-council have been introduced effectively and pupils are proud to be involved in proposals to improve the school. They are especially proud of their role in developing the new outdoor play area.

23. The school ensures that regular health and safety checks are carried out and the governing body is involved appropriately in supporting these arrangements. The caretaker is diligent in maintaining a very clean, safe, secure environment on a day-to-day basis and works in close partnership with the headteacher. Thorough procedures, including risk assessment for visits, are firmly in place to promote a safe learning environment. Through work in science and personal, health and social education, there are very good opportunities for pupils to learn how to keep safe and healthy. Child protection procedures are very well embedded and the school is extremely diligent in monitoring the welfare of its pupils and recording any concerns.
24. The school's very good assessment procedures are used very well to guide pupils in their learning. All staff have a very good knowledge of pupils' standards and, coupled with very good relationships with pupils, this ensures a positive environment where pupils want to achieve very well. Marking is used very effectively to set targets to help pupils to improve further and to reflect on their work. For example, "Speech punctuation needs reviewing, why? Tell me". This attention to each individual's needs ensures that pupils make very good progress. Pupils with special educational needs are supported very well to ensure that they make very good progress in their learning. Teachers ensure that appropriate resources and support are in place to meet their needs. These procedures have improved well since the school's previous inspection. Pupils with special educational needs are identified early and their progress is then reviewed regularly to set new targets for them. Outside agencies are used very effectively if extra support is needed. As a result, these pupils achieve very well.
25. Children entering the Foundation Stage are given only one opportunity to meet their teacher and become accustomed to their surroundings. Some parents felt this was insufficient to ensure that their child settled well in the school and inspectors support this view. As a result, the school is currently exploring ways of extending the induction period. Pupils who join other year groups during the course of the year are quickly integrated into classes and so achieve very well.

Partnership with parents, other schools and the community

The school has a good partnership with parents. Links with other schools are good and the school creates good opportunities for work with the community.

Main strengths and weaknesses

- Parents' views of the school and their level of involvement are extremely favourable and help pupils to achieve very well.
- Links with neighbouring schools are good.
- Parents are readily welcomed into school and are suitably informed about their children's progress.

- The school welcomes community involvement, and links with the community are good overall.

Commentary

26. Parental views collected through the parents' meeting and questionnaires show that the majority are pleased with most aspects of the school. Parents regularly and willingly offer their services to the school. For example, the parents', staff and friends' association raises considerable funds to buy resources for the school. Fund-raising events have led to the purchase of a new outdoor play area, for example. Many parents willingly attend meetings, listen to pupils reading and help out at events. Parents of pupils with special educational needs are kept fully informed of their children's progress and contribute well to their learning.
27. Good links exist with neighbouring primary schools within the cluster and opportunities are taken to work together to support each other. Satisfactory links exist with the various secondary schools to which pupils transfer and there are particularly strong sporting links with the main feeder school.
28. Termly opportunities are offered to parents to discuss their children's progress and teaching staff are very approachable. The home-school communication diary provides an excellent two-way communication channel between parents and teachers. It is especially helpful for parents who are unable to visit school regularly. The quality of the documentation that the school provides for parents is satisfactory. The combined governors' annual report and school prospectus meets requirements. However, it is written as a formal governors' annual report and provides less information on school life to help new parents than is often found. For example, the Foundation Stage is not sufficiently well explained. Pupils' annual reports show clearly what they have achieved and what they need to do to make further progress. Reports have improved well in consistency since the previous inspection. Newsletters are sent out as required and provide useful advance information on events, activities and termly topics.
29. The school has developed good links with the community which effectively help to broaden pupils' experiences. The school is on the edge of a village and continually explores opportunities to be involved with the local community. A toddler group uses the school hall on a regular basis and this helps children to become familiar with the school. The local vicar visits regularly and the local council's Millennium Committee has helped to fund a school project. The lack of a large hall restricts opportunities to invite villagers into school for performances.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. The governing body is very effective. The headteacher and other key staff are a very good team, providing very good leadership.

Main strengths and weaknesses

- The headteacher's very good leadership has enabled the school to improve well since its previous inspection.
- Subjects are managed very well overall and this has resulted in improved standards.

- The school has excellent systems for reviewing data and taking action to address any relative weaknesses.
- Governors have a very secure understanding of the school's strengths and areas for development and ensure that the school complies with statutory requirements.
- Finances are managed very efficiently and the school applies the principles of best value very effectively.

Commentary

30. The headteacher provides very good leadership and, as a result, the school has improved well since it was inspected previously. He has a very clear vision for the school which, essentially, is to enable all pupils to achieve their potential academically while developing into confident and caring young citizens able to take their place in the world and their community. There is very good evidence of this vision being practised throughout the school. Everyone in the school is valued for what they can offer. This means that pupils feel secure and confident to participate in all that the school provides. In class, pupils have very good attitudes to learning and concentrate very well for long periods, putting considerable effort into their work. Because of this, they achieve very well, and the school has had outstanding success in the national tests at the end of Year 6 since its previous inspection. This is evidence of very effective leadership.
31. The headteacher appreciates that his staff are his major resource. He has developed an impressive unity of purpose amongst his colleagues, all of whom are fully committed to his vision for the school. Overall, subjects are managed very well with particular strengths in the core subjects of English, mathematics, science and information and communication technology. The leadership and management of special educational needs are good. The special educational needs co-ordinator has a good overview of the way in which the needs of these pupils are being met throughout the school. She ensures that pupils who need extra support are identified early, and regular assessment of their progress provides information which is used effectively to support their future learning. The leadership and management of the Foundation Stage are satisfactory. Sound teaching enables children to reach the nationally expected standards in the early learning goals by the end of the Reception Year, but there are insufficient opportunities for them to select their activities and to develop creatively and imaginatively.
32. A major strength is the school's systems for monitoring its performance, through analysing the information gained, and planning to take the necessary action. Progress in the objectives identified in the school improvement plan is monitored regularly and supplemented by an analysis of pupils' attainment in the national tests. Information from these exercises is then used to determine priorities for the next school improvement plan so that the school can be developed and improved systematically. An example of this is the way in which the school tackled the issue of writing. A relative weakness in this skill was identified and the headteacher explored different approaches to the teaching of writing. This was then made a priority in the next school improvement plan and the school adopted a common approach in order to develop pupils' writing. As a result, standards in writing have been either above or well above average in the national tests at the end of Year 2 for the last three years. In the national tests at the end of Year 6 for the last three years, standards in English

have been consistently in the top five per cent of all schools in the country. Careful analysis and successful planning have changed a relative weakness into a major strength.

33. A key reason why the school is able to analyse its performance and identify areas for development is the role that governors play. Governors visit the school regularly and can base their discussions on first-hand experience. They fully support the headteacher's vision for the school, and will question proposed actions to evaluate if they are the best way of furthering the vision. Governors value the school's 'family atmosphere', high standards and open and flexible approach. They are determined to maintain and develop these to the benefit of all pupils. This is a very effective governing body which ensures that the school fulfils its legal obligations.
34. Governors have a very secure appreciation of the school's financial position and monitor expenditure throughout the year. Finances are managed very well on a day-to-day basis by the senior clerk and the school's procedures are very secure. The school's accounts were audited in December 2002, and the report made a number of recommendations largely to update the school's procedures. These have all been implemented. The school runs smoothly and its straightforward routines are understood by all so that time and resources are used very effectively. The school practises the principles of best value very effectively. Priorities for expenditure are analysed carefully, and governors monitor the outcomes of expenditure to ensure that best value has been achieved. The school uses its restrictive accommodation imaginatively and ensures that its resources - for example, its computers - are used very effectively to support learning. It is in these ways that best value is achieved very well.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	272,056
Total expenditure	248,744
Expenditure per pupil	2,538

Balances (£)	
Balance from previous year	9,620
Balance carried forward to the next year	23,312

35. The relatively high balance has been used to maintain staffing levels, to buy new information and communication technology equipment, and to maintain the school's old building which has specific difficulties - for example, with its windows which are attractive, but far from the usual shape.
36. Given pupils' very good achievement, their very good personal development, the very good teaching and care that they receive, the very good leadership and management and below average unit costs, the school is giving excellent value for money. This is because of the headteacher's purposeful and flexible leadership and because of the very good support he receives from all adults in the school and from the governing body. The school is in a strong position to maintain its considerable strengths and to develop them further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the ten children in the Reception Year who share a classroom with 15 pupils in Year 1 is satisfactory, maintaining the standards found at the previous inspection. The school has two intakes of Reception children per year and two more children will join the group in January. Attainment on entry is average overall and no children have special educational needs or speak English as a second language. Children make satisfactory progress overall in the Reception class and all children are likely to achieve the expected standards in the early learning goals by the end of the year. The learning environment for these children is not as rich as in the rest of the school and opportunities are sometimes missed to enrich their learning. There is a qualified teacher, and part-time staff and teaching assistants contribute to learning at various points during the week. Provision for the transition from home to school is satisfactory. Procedures to check on children's achievement are good but this information is not always used to full effect to challenge and extend higher attaining children.

The school has made satisfactory progress in improving resources and the provision for physical development. The previous report identified a weakness in this area of learning. Resources and accommodation are satisfactory. A few bikes and a scooter have been purchased and children enjoy using them. There are not enough however for all children and, as a result, children spend a lot of time in a queue waiting for a turn on the bikes during the informal break times. An attractive outdoor adventure area has been built but is not yet in use because the school is waiting for the appropriate safety surface to be installed.

The leadership and management of the Foundation Stage are satisfactory. The co-ordinator has established a role-play area and there are 'dressing up' clothes but there are not as many activities aimed at the children in the Reception Year as you would expect to see, and the classroom is organised mainly for older children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children form good relationships with adults and this contributes to the progress that they make.
- Opportunities for children to initiate their own learning, develop independence and experience problem-solving skills are limited and, as a result, teaching in this area of learning is only satisfactory overall.

Commentary

37. Children make satisfactory progress and they are on course to achieve the expected goals by the end of the school year. All adults establish good relationships with all children and their parents and these contribute well to their progress. Children learn

to work alongside others. There are clear expectations for behaviour and children quickly learn to share and take turns. Behaviour is good, and there are good opportunities to learn to consider the feelings of others. The teaching assistant skilfully uses dolls to help children to empathise with their own feelings and those of others. Children are challenged to suggest ways to cheer up 'Raphael, the sad doll', and to recognise that they themselves can feel sad and happy. There are not, however, enough opportunities for children to select their own activities and to make decisions for themselves. This means that children learn to rely almost totally on adults for guidance. Opportunities to develop independent skills are limited as are opportunities for children to learn to take responsibility and initiate their own activities. There are good opportunities for teacher-directed activities but there is not an appropriate balance between the two types of activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have a positive attitude to books and make good progress in learning to read.
- Opportunities to develop speaking skills in a broad range of activities are limited.

Commentary

38. Children make steady progress in this area of learning and, by the end of the Reception Year, they are likely to achieve the expected goals. The quality of teaching and learning is satisfactory. Opportunities to develop speaking and listening skills are not always seized. Children spend a lot of time listening but have too few opportunities to develop their conversational skills in play situations. They enjoy listening to stories such as 'We're going on a bear hunt'. They respond to visitors and answer questions but they are not confident speakers. Opportunities to reinforce speaking skills in a broad range of activities are limited. Children do not use the role-play area as much as you would expect for children of their age and, as a result, they do not develop conversational skills quickly enough.
39. Children make good progress in learning to read because reading skills are taught well and there are good opportunities for children to take books home. They enjoy books and stories because there are good opportunities to read with older pupils and visiting adults. Close examination of their work shows that children develop a consistent handwriting style and the majority write simple sentences by the end of the year. For example, higher attaining children write meaningful sentences about Goldilocks and the Three Bears. Writing tasks are all teacher directed and there are not enough opportunities for children to plan and organise their own writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children achieve well and make sound progress in learning to use numbers.
- Activities reinforce learning but planning does not identify challenge for higher attaining children and build on their prior knowledge.

Commentary

40. Children make satisfactory progress and, by the end of the Reception Year, they are likely to achieve the expected goals. They develop their ability to count and recognise numbers because there is a strong emphasis on this area of learning and activities are appropriately planned to help children to develop their mathematical ability. Children are appropriately challenged overall; they count up to 20 and are learning to count down from 20 with adult guidance. The teacher uses a glove puppet well to help children to learn to use their fingers when counting to show the numbers. Higher attaining and average children identify basic shapes. Adults reinforce learning well with practical activities. Children have made a shape picture with wood and nails, for example, using sponges to create a shape pattern and they also cut out shapes with play dough. There are missed opportunities, however, to extend higher attaining children and build on their prior knowledge. An analysis of work shows that higher attaining children add numbers and identify the largest, middle-sized and smallest shapes satisfactorily.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are good opportunities for children to use their senses to explore their world.
- Opportunities to use construction kits and develop imagination, by designing models, for example, are limited.

Commentary

41. Children make satisfactory progress in this area of learning and are likely to achieve the expected goals by the end of the Reception Year. Teaching is satisfactory overall with instances of good teaching. When teaching and learning are good, children learn from first-hand experiences and are guided by adults to use their senses to smell, taste, feel, look and listen so as to explore their world. The high number of adults helps to promote learning and children are challenged to identify their likes and dislikes. Children experience recorded sounds, tasting different foods, feeling objects and smelling different smells. They make appropriate progress in learning to use the computer, for example, to create a scary monster. Close examination of children's work shows that they have explored old and new toys and identified the landmarks and buildings that they see on their journey to school. Opportunities to design and build models using construction kits are limited as these are not readily available to children. There are not enough opportunities for children to touch and feel different objects such as stones, wood and shells and so gain knowledge of their world.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Opportunities to develop a broad range of physical skills are limited in the outdoor play area.

Commentary

42. Children in the Reception class make satisfactory progress in this area of learning and this reflects satisfactory teaching and learning overall. By the end of the year, they are all likely to achieve the expected goals. Children change for dance lessons in the hall and move freely, developing a sense of direction and speed. They enjoy moving, for example like different parts of the mouth, running fast like choppers and slowly like the tongue stretching in different directions. The dance lesson observed reinforced work done on tasting different foods and helped children to appreciate different parts of the mouth. Opportunities to develop climbing, swinging, balancing and aiming skills are limited by a lack of outdoor provision. The school is aware of this and the situation will be remedied once the safety surface has been installed in the adventure playground area. This will then provide good opportunities for children to develop the expected skills. Children experience opportunities to increase their skills by using small tools such as pencils, scissors and paintbrushes, but they are not used as frequently as in most schools.

CREATIVE DEVELOPMENT

43. No teaching was observed in this area of learning so no judgement can be made about provision. There are appropriate opportunities to explore sounds, to learn a range of songs and to have access to musical instruments. The teacher uses songs well to reinforce learning. Children learn songs such as 'I can hear the birds sing'. They are guided to select a percussion instrument to play to accompany the story 'We're going on a bear hunt'. Inspection evidence indicates limited opportunities for children to explore media and materials. There was not as much artwork on display or in the collection of children's work as you would expect to see for children of this age. No children were seen using the role-play area during the inspection and, as a result, opportunities to develop imagination are not as good as they should be. The role-play area itself was rather dull and lacked the imagination to make it a rich and stimulating learning resource.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching results in standards which are well above average overall.
- Pupils' achievement is very good.

- The subject is led and managed very well and assessment is used very effectively to promote learning.
- Literacy skills are developed very effectively in other subjects.

Commentary

44. The work observed in lessons and the analysis of pupils' books show that standards are likely to be well above average by the end of Years 2 and 6, continuing the trends in the national tests over the last few years. This is a good improvement since the previous inspection when standards at the end of Year 2 were average. These very good standards are the result of very effective teaching. Teachers present pupils with high levels of challenge in interesting and stimulating lessons. Pupils are expected to explain themselves precisely and, as a result, they have above average speaking skills. Since they find lessons interesting and are enthusiastic in their approach to learning, their listening skills are also above average. For example, in a very good lesson in Year 2, pupils were divided into groups to retell and act out the story. This involved considerable care in speaking and in listening to others. Pupils managed this very well and so made very good progress.
45. The school has focused on reading since its previous inspection and pupils have a group reading session each morning. Pupils are grouped according to need and older pupils have opportunities to work with younger ones. This concentration on reading means that all pupils have the opportunity for individual attention more frequently than would otherwise be the case. Because of this, achievement in reading is very good and higher attaining pupils in Years 2 and 6 read fluently and with a good level of understanding. They discuss their reading intelligently, comparing characters and explaining why they enjoy particular books. Lower attaining pupils read with less expression, but have the phonic skills to tackle unfamiliar words. As a result of this focus, standards in reading are above average.
46. Writing has also been a focus for the school since the previous inspection and higher attaining pupils in Year 2 now write with clear meaning and good grammatical accuracy. They use some imaginative vocabulary, for example 'glittering dress' and 'shaggy fur', and are capable of writing descriptive pieces at length. Average and lower attaining pupils tend to have less secure spelling, and write shorter pieces with less mature handwriting. In Year 6, higher attaining pupils are capable of writing of very good quality. For example, one pupil, describing an eagle, wrote 'gliding like a silent feather, he strikes at the speed of light'. A wide range of work is expressed in very good English because pupils have a very good command of grammar and spell accurately. Average and lower attaining pupils cover similar work. Average pupils make some spelling errors and lower attaining pupils rather more. However, overall, the quality of writing is well above average.
47. Pupils' achievement is very good because they are very well taught overall. Teachers have very good subject knowledge and understanding and carefully plan learning so that pupils build systematically on what they already know, understand and can do. Time and resources are used very well. Because lessons enthuse pupils, they work productively and put an impressive amount of effort into their work. Care is taken to ensure that pupils at different stages of learning are challenged appropriately. Teaching assistants are very effective in supporting pupils with special educational

needs so that they achieve at the same rate as other pupils. They also support learning for other pupils as a key part of the teaching team.

48. Very effective teaching is reinforced by very good systems for monitoring pupils' progress and guiding their future learning. Work is marked regularly and thoroughly and suggestions are made to help pupils to improve their work. Pupils' progress is tracked systematically so that individual targets can be set to enable pupils to raise their standards. The results of national tests are analysed to identify areas of relative weakness so that plans can be made to improve them. For example, the targeting of pupils' writing has meant that standards have risen well. Attention to individual pupils results in very good achievement. For instance, one pupil, identified as being below average when joining the school, attained well above average standards at the end of Year 6.
49. Very good leadership and management ensure that pupils' learning is of very good quality. The subject is well resourced and resources are readily available to enrich lessons. The subject leader monitors lesson planning to ensure that pupils get a broad range of experiences, for example in paired and group work, and by using information and communication technology to support their learning. Because the subject is led very effectively, the school is in a strong position to maintain its current very high standards.

Language and literacy across the curriculum

50. Other subjects are used very effectively to support learning in English. In most subjects, discussions develop pupils' speaking and listening skills well because staff expect pupils to be precise in their responses. Group reading sessions promote standards in reading very effectively. In subjects such as geography, history and religious education, pupils write for a range of purposes, which develops writing skills very well. There are good examples of information and communication technology being used to support learning in lessons and there are some examples of word processing. There is scope for this to be extended.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Strengths in teaching and in the curriculum result in above average standards and very good achievement.
- The monitoring of pupils' progress is very good.
- The leadership and management of mathematics are very good.
- Mathematical skills are used well across the curriculum to enhance other subject areas.

Commentary

51. In the recent national test results, pupils achieved above average results by the age of seven and well above average results by the age 11 when compared to the results

in all schools nationally. When compared to similar schools, the results were average for seven-year-olds and well above average for 11-year-olds. Inspection evidence showed standards to be currently above average throughout the school and achievement to be very good. Improvement since the previous inspection has been good. The majority of pupils from all groups and abilities are progressing very well because teaching and learning are very good overall. The planning of learning takes full account of pupils' present levels of performance and monitoring picks up those who are not making the progress that they could. Clear action is then taken to help these pupils. Pupils with special educational needs make the same progress as their peers and they benefit from good quality support. There is no significant difference between boys and girls.

52. The quality of teaching and learning is very good overall with instances of excellent teaching in Years 5 and 6. Lessons are very well planned with a wide range of interesting and challenging activities. The main learning objective of the lesson is shared effectively with pupils so that they know what is expected of them. In the excellent lesson observed, pupils made excellent progress in learning how to read and plot co-ordinates and to identify shapes. The teacher and classroom assistant worked superbly well as a team, using different styles to present the learning to different groups of pupils and using 'quick-fire' questions to check their knowledge and understanding. There was an excited 'buzz' in the classroom as pupils worked to maximum capacity on the learning tasks. Such consistently high quality teaching and learning experiences are contributing to the very high standards attained in the national tests.
53. The quality of teaching and learning is very good in other classes. Computers are used well to enhance learning. In Year 1, for example, pupils use the computer very well to consolidate their knowledge of shapes. There are also very good links with literacy. Year 1 pupils read statements about shapes, and others tried to guess the shapes. In a very good Year 2 lesson, pupils made very good gains in their understanding of capacity because activities built well on prior knowledge and very good use of questions helped pupils to extend their mathematical vocabulary. Teaching assistants are employed very well so that all pupils have a high proportion of direct teaching balanced with opportunities to take responsibility and show initiative, for example when measuring liquids. Pupils are very productive and work with a good deal of enjoyment and high levels of concentration. Procedures to monitor pupils' progress are very good and the results are used very well to plan future work to meet the needs of all pupils. Teachers mark pupils' work well and challenge them to improve their work further.
54. Leadership and management of mathematics are very good. The subject leader is enthusiastic and well organised. Test results are analysed carefully and there is thorough monitoring of teaching and learning. Areas of relative weakness are identified clearly so that they can be targeted for improvement. Resources for mathematics are good and easily accessible.

Mathematics across the curriculum

55. Very good use is made of mathematical skills to enhance learning in other subject areas because planning is very good and identifies the links well. In geography, for

example, pupils construct graphs and 'pie charts' to show changing patterns of temperature and rainfall. Pupils in Years 5 and 6 have used co-ordinates to identify the precise locations of features on an ordinance survey map.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very high standards.
- Teaching and learning are very good, helping pupils to progress very well as they advance through the school.
- The curriculum is planned very effectively to develop pupils' investigational skills.
- Leadership and management of the subject are of high quality.
- Pupils have very positive attitudes to their work in science.

Commentary

56. In recent years, the results in the national tests for eleven-year-olds have been in the top five per cent of all schools nationally. Most pupils currently in Year 6 show the same high standards. During their time in the school, these pupils have made very good progress and achieved very well.
57. Teachers plan their lessons with care to build upon work that has been covered previously. This allows pupils to use their prior scientific knowledge and understanding to support their learning of new ideas. There are high expectations for pupils' behaviour and effort, which result in them working to their full capacity, having a good work rate and being very productive. Investigations are organised well so that pupils have opportunities to use their curiosity, make predictions and test their hypotheses. They are encouraged to consider what their findings tell them about what they have been trying to find out. As a result, the conclusions to their experiments are good evaluations of what they have learned. Teachers have very good subject knowledge and expertise and so are able to demonstrate and explain new scientific ideas to pupils precisely, using appropriate scientific vocabulary. Because of this, the pupils are clear about what they are to learn and what is expected of them. This was evident, for example, in a lesson for pupils in Year 2 on simple electrical circuits. The teacher's expertise meant that the pupils made very good progress in using symbols for electrical components to create good quality circuit diagrams. Assessment is used very effectively to modify lesson plans in the light of what pupils have achieved, and so to guide the planning of future learning very successfully. Teachers and teaching assistants work very well together to ensure that all pupils receive a high proportion of direct teaching. As a result, pupils of all abilities are challenged and supported very well.
58. The work of the subject leader has a positive impact on pupils' progress and achievement. She is able to give good quality support and advice to colleagues and her close monitoring of teaching and learning has helped them to improve their scientific expertise. The curriculum is planned very well to develop pupils' learning through first-hand, practical activities. It also makes a positive contribution to pupils'

personal and social development, as they are often given opportunities to work collaboratively during their experiments. There are good opportunities for pupils to practise and refine their numeracy skills. A good example of this is the way that pupils in Year 6 have taken careful measurements in Newtons, with a force meter, to find out the force needed to move an object. Information and communication technology is also used well to enable pupils to enhance and support their scientific learning. Assessment procedures are thorough, enabling the school to track the attainment and progress of individual pupils very effectively. The curriculum is stimulating so that pupils thoroughly enjoy their work. Their behaviour is very good and they have a high work rate. This has a favourable effect on the quality of their work and the standards they achieve.

59. Science has improved very well since the school was inspected previously. Pupils now attain much better standards because of the very good improvements made in teaching and learning, leadership and management, and the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning are good and help pupils to achieve well and make good progress through the school.
- The subject leader provides very good leadership and management of the subject.
- ICT is used well to support work in other subjects.
- Pupils have very positive attitudes to their work, which help them to reach standards above those expected for their age.

Commentary

60. Most pupils in Years 2 and 6 reach standards beyond those expected for their age. This shows that they achieve well and make good progress during their time in school. Teachers integrate ICT into classroom activities well, so that pupils can use it to enhance and support their work in other subjects. Basic skills are taught well, with good subject knowledge enabling teachers to demonstrate new ideas and techniques in a confident manner. In so doing, they make good use of the computer-driven whiteboards in classrooms during the introductions and conclusions to lessons. This enables pupils to be clear about what they are to learn and what is expected of them. Lessons are planned well to maintain pupils' interest and concentration. They are encouraged to work collaboratively in pairs on the computers, when appropriate, and this contributes well to their personal and social development. Teachers and teaching assistants work well together so that all pupils have a high proportion of direct teaching. As a result, pupils have a high work rate and are productive when using computers. A good example of this was seen when pupils in Years 3 and 4 were being taught how to use computers to sequence the story of the nativity. This session enabled pupils to practise their literacy skills and also served as a basis for work in design and technology on making a 'moving book'. Pupils with special educational needs are supported well. For example, a pupil with visual impairment has been provided with a computer program to meet his particular needs. This enables him to

have full access to all activities and allows him to make very good progress and achieve very well.

61. The quality of the subject leader's teaching provides a very good role model and his expertise enables good support and advice to be given to colleagues. The curriculum is well planned so that all strands of the subject are covered. Resources have been improved and are now good. This has resulted in most classrooms having mini computer suites. As a result, pupils are now able to use ICT whenever they want to as a means of developing their learning in lessons independently of the teacher. Pupils show a lot of interest and enjoyment when working on computers, which help them to make good progress.
62. There has been good improvement since the previous inspection, with standards achieved, teaching and learning, and leadership and management all being more secure.

Information and communication technology across the curriculum

63. Good opportunities are provided for pupils to use ICT to support and enhance their learning in other subjects. In English, for example, pupils in Year 6 have used the Internet to research Grand Prix racing teams, and then used the information to word process biographies of championship drivers. The Internet has also been used well to find out about the main events of the Second World War as part of pupils' work in history. In mathematics and science, pupils have created a range of graphs to help them to present their findings.

HUMANITIES

History

The provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well and standards are above what is normally expected for pupils of this age.
- The subject is well planned and very good use is made of other curricular areas to enrich learning.
- Teaching and learning are very good.

Commentary

64. Standards are above those expected for pupils in Years 2 and 6, and all pupils, including those with special educational needs, achieve very well. As they progress through the school, pupils experience a very carefully planned curriculum which enables them to learn about significant people, events and places from both the recent and more distant past and to use different sources of information to help them to investigate the past. Since the previous inspection, the quality of teaching and learning has improved from average to well above average.

65. In the two lessons observed during the inspection, pupils made very good progress. They achieved very well because teachers used skilful questioning and planned the lessons to interest all ability groups. In both lessons, the quality of teaching and learning was very good and this consistent high quality contributed to above average standards and achievement. In both lessons, very good planning ensured that pupils experienced interesting and challenging learning. Very good use was made of other curricular areas to enrich learning. Year 2 pupils have a good understanding of the passage of time and teachers have very good subject knowledge. The Year 2 teacher explained the history of teddy bears and described the German and American links clearly. As a result of the stimulating and interesting introduction, pupils managed to identify features of older bears and to compare them with new bears. They were aided by vocabulary banks and managed to communicate how they could tell the difference between 'old', 'older' and 'oldest' bear by talking about the materials they were made of and the contents that they were stuffed with.
66. This good achievement continues as pupils progress through the school. Pupils in Years 5 and 6 have a good knowledge of World War II and the consequences of the war for the Jewish people. Artefacts enhance displays, and the teacher seized every opportunity in the lesson to link with literacy. For example, pupils explained the significance of the book 'Carrie's War' very well. Discussion was used very effectively and pupils were able to explain the difference between a refugee and an evacuee clearly. The subject contributes very well to their personal development. The teacher used effective strategies to help pupils to understand the term 'racist' and what it feels like to be discriminated against. Pupils responded with enthusiasm to the challenge to act as members of the Dutch resistance and worked in a team to research information. There was a buzz of enthusiasm as pupils used a range of sources of information, including the Internet, to research information about the life of Anne Frank. There were good links with geography and maps were used well to identify the countries involved. All pupils enjoy history and talk about it with enthusiasm because they have enjoyed the learning activities provided. Teachers make very good links with other subject areas such as literacy, information and communication technology, art and design, design and technology and science, and this helps to make pupils' learning more meaningful. There are attractive history displays around the school and artefacts and resources enhance the displays. Good subject leadership and management support learning effectively.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good and help pupils to achieve well.
- The subject makes an effective contribution to pupils' spiritual and cultural development.
- The subject leader provides good leadership and management.
- Assessment procedures are not sufficiently developed.

Commentary

67. Most pupils reach standards which match the expectations of the Derbyshire Agreed Syllabus by the time that they leave the school, which shows that they have achieved well during their time in school.
68. Teachers take care to plan lessons which are often linked to pupils' own experiences. This leads to pupils being able to use their knowledge and understanding of everyday life to support their learning. For example, pupils in Year 1 have been asked to think of and write a sentence about why they are special. Such activities make a positive contribution to pupils' spiritual development, helping them to reflect upon their own and others' lives. As pupils become older, they are encouraged to reflect upon the needs of others and how they could be given help. Teachers have secure subject expertise and organise discussions well to help pupils to deepen their knowledge and understanding of the Christian faith. As a result, pupils have a clear understanding of the main events in the life of Jesus and some of the main characters in the Bible. Pupils are provided with good quality opportunities to explore Christian values and beliefs, including the manner in which they affect people's lives. This makes a positive contribution to the excellent relationships that are to be found throughout the school. There is also a satisfactory emphasis on pupils' learning about the beliefs and traditions of other major world faiths, which supports their cultural development effectively. This was evident in a lesson for pupils in Years 5 and 6 on developing their understanding of the 'Five Pillars of Islam'. The teacher used questions skilfully to find out about pupils' misconceptions and then gave them activities to help them to be corrected. Information and communication technology is used well to support learning, for example when pupils in Years 3 and 4 were using computers to sequence the events of the Nativity Story.
69. The subject leader gives colleagues useful advice to help them to plan worthwhile and interesting activities for pupils. The curriculum is enhanced by the local vicar who comes into school on a weekly basis to lead assemblies, and, at times, to work with pupils in class. Good use is made of visits, for example to Sheffield Cathedral, to give pupils further significant religious experiences. Assessment procedures are at an early stage of development and the school recognises the need to improve them to give a better view of pupils' progress and attainment. Resources are good, as are the displays depicting the beliefs and traditions of different religions. There has been good improvement since the previous inspection.

Geography

70. No lessons were observed in geography and therefore no judgement can be made about the overall quality of the provision. Observation of pupils' work and displays of work indicate that geography has a good focus in the school. Year 1 pupils, for example, have identified where they live on the local map and drawn their own pictures to show what they see on their journey to school. In Years 3 and 4, an attractive and informative display of the planets provides good extension and reinforces learning well. An analysis of pupils' work in Years 5 and 6 shows that mathematics is used well to enhance learning. Pupils use different graphs to show temperature and rainfall differences in India and compare these to London. Pupils use computers well to research information about different countries. Mapping skills are well developed and pupils in Year 6 have used their mapping skills to locate the exact position of features on a map of Chembakoli village and have identified features

from grid references. Literacy skills are used well when pupils write about similarities and differences in scenery, trading and living conditions in the Nigiri Hills. Environmental topics enrich learning well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled, and no judgement is made on the quality of teaching.

Art and design

71. Leadership and management are good, with the subject leader giving good quality support and advice to colleagues on the best way to develop their pupils' artistic skills. The curriculum is broad and balanced, with pupils having opportunities to use a wide range of materials to develop their skills in different artistic techniques. Good emphasis is placed on developing pupils' artistic ideas by studying the work of famous artists. For example, pupils in Years 5 and 6 have created good quality pictures based on Matisse's work on overlapping collage. There are good links to other subjects; for example, in a lesson for pupils in Years 3 and 4, information and communication technology skills were used to take digital photographs of friends as a basis for drawings. This activity also effectively developed pupils' personal skills as they had opportunities to discuss and reflect upon the things that make a friend. Activities to create large three-dimensional work are limited because of the lack of space in some classrooms. The school tries hard to compensate for this in special projects. Displays of artwork around the school are of good quality and reflect the care that pupils take in their activities, as well as the way in which staff value their efforts.

Design and technology

72. The subject leader provides good leadership and management, helping colleagues to develop their subject expertise. The curriculum is well planned to enable pupils to use a wide range of materials to develop their skills in design and technology. They are given activities which enable them to practise finishing techniques to improve the quality of their product and are allowed to experiment with different ways of joining materials. After designing and making products, they are expected to make evaluations and to say how these products might be improved. There are good links with other subjects. For example, pupils in Years 5 and 6 have used their scientific knowledge and understanding of forces to help them to design, make and then evaluate a range of bridges created from different materials.

Music

73. Whole-school singing in assembly is good. During an assembly, the hymn was sung to taped music and tricky rhythms were managed well with enthusiastic and tuneful

singing from all pupils. The subject is led well and the subject leader ensures that the National Curriculum is covered. Learning is enriched by a range of visitors to the school. Recent examples include pan-pipes, steel drums and street jazz from Argentina. During the last school year, a work experience student played the piano in assembly as a further example of good quality music. These activities not only contribute to pupils' musical appreciation, but also extend their multicultural understanding. They provide good opportunities for links with other subjects such as dance. Pupils have opportunities to learn the recorder and their instrumental skills are utilised in assemblies and performances. The school puts on performances at harvest and Christmas and has participated in a local music festival. The subject is well resourced, including some resources representing non-western cultures.

Physical education

74. Standards in swimming are above average. The subject leader provides good leadership and appreciates that the school has to make the best of the constraints created by the hall's small size. Some opportunities for external coaching are taken, particularly with the Sheffield Sharks Basketball Club, and pupils have the chance to experience tag-rugby, tennis and soccer. The school's work in soccer was recognised this year by the award of the FA Charter Mark. Pupils experience outdoor and adventurous activities during the Year 5/6 residential visit, but opportunities for competitive games are limited by the school's small size.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHEC) is **very good**.

Main strengths and weaknesses

- There is very good leadership by the headteacher, who regards the school's provision in PSHEC as central to its ethos.
- Pupils are given very good opportunities to develop their personal and social skills, self-awareness and understanding of citizenship.

Commentary

75. Personal, social and health education and citizenship is seen as an integral part of the curriculum and is very well led and carefully monitored. In Years 5 and 6, for example, pupils read books relating to PSHEC during their group reading times and welcome the opportunity to learn more about a range of topics such as 'The English Legal System'. The school has recently introduced 'Persona' dolls, which are used very well to help pupils to express their feelings and to reflect on the feelings of others. For example, pupils in Year 1 came up with good suggestions of how to cheer up one of the dolls including: 'read to him'; and 'give him a cuddle'. Opportunities such as visiting the Galleries of Justice in Nottingham help pupils to understand their role as citizens in society.
76. Regular opportunities for whole-class discussions successfully promote pupils' speaking and listening skills and help them to appreciate and respect the views of others. In a Year 5/6 design and technology lesson, for example, pupils confidently

discussed their design ideas. Their opinions and views were valued and taken seriously so that they developed confidence and a positive self-image. The school council and the many opportunities to take responsibilities around the school enable pupils to develop good citizenship skills. The planning of this aspect of the curriculum includes sex education for older pupils in which they learn about body changes in puberty and the importance of relationships. Pupils are taught about the dangers of drugs and other substances and visits by the emergency services emphasise personal safety. Pupils' clear awareness of high expectations makes a strong contribution to their very good behaviour and attitudes in lessons and, as a result, contributes very well to the quality of learning in the school and to their achievement.

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	3
Value for money provided by the school	1

Overall standards achieved	2
Pupils' achievement	2

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	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	3
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	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	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).