

INSPECTION REPORT

**DENBY FREE C OF E VOLUNTARY AIDED PRIMARY
SCHOOL**

Ripley

LEA area: Derbyshire

Unique reference number: 112881

Headteacher: Mrs J Thompson

Lead inspector: Mr A J Dobell

Dates of inspection: 6th - 7th December 2004

Inspection number: 266729

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 96
School address: Church Street
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Derbyshire
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Appropriate authority: The governing body
Name of chair of Mrs S Smith
governors:
Date of previous 21st June 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This small primary school is situated about four miles south east of Ripley and takes its pupils from quite a wide area. The catchment area has a range of housing and pupils' socio-economic circumstances are average overall, but cover a wide range. Children's levels of understanding and learning skills are average overall when they enter the Reception class, but, again, cover the full range. All pupils are from white, western European backgrounds, and none speaks English as an additional language. The school has 96 pupils on roll, of whom 14 are in the Reception Year. All attend full time. There are 20 pupils on the school's register of special educational needs and, at 21 per cent, this proportion is above average. One pupil has a statement of special educational needs. The nature of special educational needs includes specific learning difficulties, social, emotional and behavioural difficulties and speech and communication difficulties. The proportion of pupils leaving and joining the school during the course of the year is above average, but this does not have an adverse effect on standards. Over the last two years, the school has gained a Schools Achievement Award, the Healthy Schools Award, The Derbyshire Anti-bullying Commitment Award and the Construction Industry Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10373	Mr A J Dobell	Lead inspector	English Music Physical education
19374	Mrs W Sheehan	Lay inspector	
16761	Mr M Hemmings	Team inspector	Special educational needs English as an additional language Science Information and communication technology Art and design Design and technology
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 very good value for money. Standards are well above average and have improved markedly since the school's previous inspection because the quality of teaching is now very good. The headteacher is providing very good leadership and has the full support of her colleagues in her commitment to continuing improvement.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average because the quality of teaching is very good.
- Pupils have very good attitudes to learning and behave very well because they feel secure and valued in the school.
- Very good systems for guidance enable pupils to achieve very well.
- Very good learning results from a very rich curriculum and very good opportunities for learning out of class.
- The headteacher, fully supported by all her colleagues, is providing very good leadership.
- Very good links with the community support pupils' learning well.

The school has improved well since its previous inspection. The key issues from that inspection have been effectively dealt with and the school now has no significant weaknesses.

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	C	A	A
science	A	A	B	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 throughout the school. Children enter the Reception class with levels of understanding which are average overall but cover a wide range. They are likely to achieve the standards expected nationally in the early learning goals by the end of the Reception Year and, in some cases, to exceed them. In Years 1 to 6, pupils achieve very well and make very good progress. Standards have improved significantly since the previous inspection and are now well above average at the end of Years 2 and 6 in English, mathematics and science. Standards in information and communication technology exceed expectations in Years 2 and 6. Given the above-average turnover of pupils, this represents very good achievement.

Pupils' personal qualities are very good. They behave very well overall both in class and at play and they have very good attitudes to learning. Pupils' spiritual, moral, social

and cultural development is good. Attendance is well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are **very good**. Teachers plan interesting and stimulating lessons which motivate pupils very well so that they put considerable effort into their learning. Teaching assistants support learning very effectively and very good assessment systems are used to monitor pupils' progress and to plan their future learning.

The quality of the curriculum is very good and very good opportunities for enrichment are provided out of lessons. Pupils with special educational needs are supported very effectively and so achieve very well. Subjects are linked very effectively so that work in one subject supports learning in another. Pupils receive very good guidance to support their learning, but arrangements for their health and safety are only satisfactory. There are very good links with the community to support learning, and links with parents and other schools are good overall.

LEADERSHIP AND MANAGEMENT

Leadership is very good and management is good. The headteacher is providing very good leadership and her colleagues are giving her their full support in her commitment to improving the school further. The school's vision is to enable all pupils to achieve their potential academically while developing into caring and confident young citizens. There is clear evidence of this vision being practised throughout the school. There is a very good commitment to inclusion and all pupils have equality of opportunity to benefit from all that the school offers. Management is effective and the school's finances are managed efficiently. The principles of best value are applied well. Governors have a very good appreciation of the school's strengths and potential for development and ensure that it meets its legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased that their children attend this school and virtually all say that their children enjoy school. A minority of parents have concerns about bullying. In discussion, pupils agree that, when rare instances occur, they are dealt with effectively and that they are mostly fun which goes a bit too far. Inspectors agree with this view. Some parents are concerned about information about their children's progress, but inspectors found this to be good. A minority feel uncomfortable when approaching the school with concerns, and the school accepts that this is an issue to address. Pupils are very supportive of the school overall.

IMPROVEMENTS NEEDED

The school has no significant weaknesses but, in the context of its many strengths, governors should include the following in their action plan:

- setting up systems to consult parents systematically; and
- reviewing procedures for monitoring health and safety in the school.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good throughout the school regardless of gender and level of attainment. Pupils with special educational needs achieve very well. Standards are generally well above average at the end of Years 2 and 6 in English, mathematics and science, and attainment in information and communication technology is above expectations.

Main strengths and weaknesses

- Pupils achieve very well throughout the school because their learning is planned very effectively.
- Children achieve very well in the Foundation Stage and are likely to reach, and, in some cases, to exceed the standards expected nationally.
- Standards are well above average because teachers are keen for the school to improve.

Commentary

1. In the national tests at the end of Year 2 in 2004, standards were well above average in reading and mathematics, and very high in writing (that is, in the top five per cent of all schools in the country). Teachers' assessments for science placed the school in the top five per cent of all schools. These standards are well above those attained in schools which draw their pupils from similar backgrounds. This is a very good improvement, overall, on the standards found when the school was inspected previously. The school's assessments suggest that these well-above-average standards should be maintained in the national tests at the end of Year 2 in 2005.
2. In the national tests at the end of Year 6 in 2004, attainment was well above average in English and mathematics and above average in science. These results were well above those found in schools which draw their pupils from similar backgrounds. Again, this is a very good improvement on the situation found at the previous inspection when standards were average. The school's analysis suggests that these high standards are likely to be maintained in the national tests at the end of Year 6 in 2005.

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

Standards in:	School results	National results
reading	18.3 (16.7)	15.8 (15.7)
writing	17.4 (16.2)	14.6 (14.6)
mathematics	18.5 (17.3)	16.2 (16.3)

There were 15 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
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English	29.0 (30.0)	26.9 (26.8)
mathematics	28.6 (26.6)	27.0 (26.8)
science	29.8 (30.0)	28.6 (28.6)

There were 15 pupils in the year group. Figures in brackets are for the previous year.

3. Evidence from the inspection is that pupils achieve very well throughout the school because their learning is very effectively managed. Standards in history are in line with expectations at the end of Year 2, and above expectations at the end of Year 6. Standards in information and communication technology are above national expectations at the end of Years 2 and 6. There was not enough evidence to judge standards in other subjects. The school links subjects effectively where possible so that work being done in one subject supports learning in another. Teachers are careful to ensure that learning tasks challenge pupils at different stages of learning so that all can build systematically on their current levels of understanding. For example, pupils with special educational needs achieve very well because the extra support available to them is planned very carefully and they are fully included in learning. This very good planning is underpinned by very effective systems which assess and track the standards being attained by individual pupils. Information from these assessments is then used to plan the next stages of learning for individual pupils. All are given targets to enable them to raise their standards systematically in English and mathematics. Very careful management of learning enables all pupils to achieve very well and to make very good progress.
4. Children achieve very well in the Foundation Stage because their introduction to the Reception class is sensitively handled so that they settle very quickly. High levels of challenge and interesting activities engage the attention of all children so that they are keen to join in all learning activities and to offer ideas and suggestions. Staff have a very good understanding of how young children and adults work together as a very effective team. As a result, all children are expected to reach the nationally expected standards by the end of the Reception year, while some will exceed them. This will reflect very good progress.
5. Standards are well above average and pupils achieve very well because all adults in the school are fully committed to continuing improvement. There is a culture of openness in the school so that staff support each other to the benefit of their pupils. Very good relationships mean that pupils and adults work very effectively together to make the most of all learning opportunities. Standards have improved very well since the school was inspected previously and the school is in a good position to maintain and build on its current high standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good, as is their personal development. Their spiritual, moral, social and cultural development is good overall. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to learning are good in Years 1 and 2 and very good in the Foundation Stage and Years 3 to 6, creating an enthusiastic climate for learning.

- Very good relationships between all staff and pupils ensure that all pupils are valued so that their self-confidence increases very well.
- The provision for pupils' spiritual, moral, social and cultural development is good overall, helping pupils to develop good personal and social skills.
- The large majority of pupils attend regularly and punctually, so that they make the best use of their learning opportunities.

Commentary

6. By Year 6, pupils have developed very good attitudes to learning. This is a good improvement since the previous inspection. As pupils get older, their confidence grows very well so that they talk very sensibly to adults. Pupils are enthusiastic about everything that the school offers, including activities outside the classroom. They settle quickly in class, responding eagerly to questions and when participating in discussions. They particularly enjoy contributing their ideas and knowledge on the topics being discussed. Pupils work very effectively independently, in pairs, and in small groups, listening to each other's ideas and helping each other to complete tasks. For example, in a Year 5/6 art and design lesson, pupils were totally engrossed in their work and were quick to appreciate the skills of others. Some pupils in Year 1 are immature and take more time to settle to tasks so that attitudes in Years 1 and 2 are only good overall. Pupils who have special educational needs are given very good support; they feel confident and valued so that they, too, have very good attitudes in lessons. These very good attitudes make a significant contribution to all pupils' attainment and progress.
7. Pupils' behaviour is very good overall throughout the school day and playtimes are friendly, social occasions. Lessons can be delivered at a very good pace because there is very little disruption as a result of inappropriate behaviour. The behaviour of pupils in Year 1 is sometimes less mature than in the rest of the school. All parents who responded to the questionnaire agreed that behaviour was good. Staff's promotion of anti-bullying is particularly strong and the school has recently received an Anti-bullying Award. Parents' and pupils' views about anti-bullying have been sought through questionnaires to help the school to provide a safe, harmonious climate for learning. On occasions, pupils may feel that they are being bullied, but, in discussion, they agreed that it was invariably high spirits taken too far. Procedures to monitor and record any instances of bullying are fully in place. There have been no exclusions in recent years, which suggests that pupils co-operate well. Their very positive attitudes and behaviour ensure that pupils make the most of their learning opportunities.
8. The strength of relationships and teamwork throughout the school are key factors in pupils achieving very well and continually doing their best. The headteacher and all teachers take time to listen to pupils' thoughts, ideas or concerns. A personal, health and social education lesson on friendship, for example, led to some sensitive discussions between the teacher and pupils. At lunchtime, the school catering staff and lunchtime staff know all pupils well and chat to them and encourage them. Teaching assistants know pupils very well and support them in lessons and throughout the school day very effectively. Relationships between all adults and children are very good in the Foundation Stage, and children in the Reception class

are likely to exceed the standards expected nationally in personal, social and emotional development.

9. There is good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is supported by good opportunities taken in lessons and assemblies to raise their self-awareness. In an assembly reflecting the legend of the Christmas tree, for example, pupils listened thoughtfully to the story. Pupils' work and behaviour are well rewarded through a system of stars and positive praise. These rewards raise pupils' self esteem and confidence and wish to succeed. Pupils have a secure understanding of the difference between right and wrong and a clear appreciation of the possible impact that their behaviour might have on others. Older pupils particularly enjoy the opportunity to act as carers and role models to younger pupils during assemblies. Pupils raise funds for charities, and this enables them to reflect on the needs of others. Social skills are developed very effectively so that relationships between different age groups and all adults are very good. Teachers provide valuable opportunities for pupils to work in pairs and small groups where they are encouraged to share, take turns and work co-operatively on a range of tasks. The many after-school activities promote pupils' social skills very well. Pupils have a good appreciation of their own and other cultural traditions. In art, for example, children in the Reception class have been painting in the style of Klee. Links with an orphanage in Kenya help pupils to understand the plight of others and to empathise with them.
10. All pupils attend regularly and punctually, thus making the most of their learning opportunities. Attendance levels have continued to remain very high since the previous inspection. Very effective procedures are in place for the school to monitor attendance, including contacting parents on the first day of absence. Concerns raised at the previous inspection with regard to registration have been fully addressed.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.1
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides an education of very good quality. Pupils achieve very well throughout the school because the quality of teaching and learning is very good. The provision for pupils with special educational needs is very good and they achieve at the same rate as other pupils. Pupils benefit from a very good curriculum and very good opportunities for enrichment through a range of activities outside class. The school is particularly good at linking subjects to make learning more meaningful. Pupils' learning is managed very well through very good assessment systems. There are good links with parents and other schools, and very good links with the local community.

Teaching and learning

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

Main strengths and weaknesses

- Teachers plan learning very effectively because they have a very good knowledge and understanding of the subjects that they are teaching.
- Throughout the school, teachers have high expectations for pupils' behaviour and efforts and pupils respond very well by putting a good deal of effort into their work.
- Very good teaching in the Foundation Stage enables children to make very good progress from the time that they enter the school.
- Teaching assistants offer very good support.
- Pupils' learning and progress are very well managed.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	8	7	1	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 teaching is very good overall. This is a good improvement since the previous report when the quality of teaching was good and no lessons were found to be very good. Very effective teaching is rooted in teachers' very good knowledge and understanding of the subjects of the curriculum. Teachers plan interesting and challenging lessons which engage pupils' interest so that they work hard. Because of this, pupils achieve very well throughout the school. For example, in a very good English lesson for Years 1 and 2, excellent subject knowledge and understanding enabled the teacher to plan a succession of lively learning activities. Very good pace resulted in very successful learning. Similarly, in a very good science lesson for Years 5 and 6, very effective planning enabled the class teacher and the information and communication technology subject leader to work very effectively together to promote progress for pupils at different stages of learning. Very good use of information and communication technology to develop pupils' understanding resulted in very good achievement.
12. Throughout the school, teachers have high expectations for pupils' behaviour and effort in lessons. Pupils respond very well to these high expectations by putting considerable effort into their work. Because of this, very little time is lost moving from one activity to another or in regaining pupils' attention because they have lost concentration. Pupils' very good attitudes to learning are a major reason for their very good achievement. High levels of interest result from teachers' skills in making links between subjects so that learning in one subject supports their work in another. In particular, information and communication technology is used very well throughout the school to support learning in other subjects, and pupils appreciate that the Internet is a valuable source of information, as are reference books.
13. The quality of teaching is consistently very good in the Foundation Stage so that children make very good progress from the time that they join the Reception class.

Their teacher has a very secure understanding of how young children learn. She makes lessons lively and enjoyable so that children make rapid progress almost without realising it. This is a very good improvement since the school's previous inspection, when the quality of teaching in the Foundation Stage was satisfactory.

14. One reason for the very good quality learning which takes place in the Reception class is the very good teamwork which exists between the teacher and other adults. Throughout the school, teaching assistants contribute very well to learning. For example, they give very good support to pupils with special educational needs so that they are fully involved in learning. The work planned for these pupils is carefully matched to the targets in their individual education plans, so that they make very good progress. Teaching assistants also support other groups of pupils very effectively, and help to ensure that all pupils get individual attention so that they are all fully included in learning.
15. Pupils achieve very well because their learning is managed very well. Assessment has improved well since the school's previous inspection and is now very good. Pupils' work is marked regularly and thoroughly and pupils receive oral and written feedback on how to improve their work. Pupils' standards are tracked in English and mathematics so that targets for future improvement can be set. Teachers involve pupils in evaluating progress to their targets so that they feel that they have a degree of responsibility for their own learning. The school has plans in place to refine its assessment procedures further, for example, by greater use of information and communication technology. However, its present procedures result in very effective management of learning. This, together with very effective teaching, puts the school in a good position to maintain its current high standards.

The curriculum

The curriculum is very good, with all pupils being able to take part in a range of interesting and exciting activities. All statutory requirements are fully met. The school's accommodation is adequate and resources for learning are good.

Main strengths and weaknesses

- The curriculum is planned very well to make effective links between subjects.
- A very good range of activities enriches pupils' learning.
- There is very good provision for pupils with special educational needs.
- Information and communication technology is used well to support pupils' learning in other subjects.
- Pupils are prepared very well for the next stages of their education.

Commentary

16. The curriculum has been developed well since the previous inspection to make it more relevant to pupils' needs. For example, planning in the Reception class has been greatly improved so that activities are now firmly linked to the areas of learning planned for the Foundation Stage. Throughout the rest of the school, planning successfully meets the needs of all pupils in the mixed age classes. As a result, activities build well on previous work and duplication is avoided. Pupils of all abilities

are now effectively challenged so that achievement is high and progress is very good. The provision for information and communication technology has been developed well so that pupils have good quality opportunities to use their computer skills to support and enhance their work in other subjects. For example, in English, good use is made of word-processing programs to help to develop pupils' writing skills. In mathematics and science, a range of graphs is created on computers to present pupils' findings from their investigations and problem solving activities. In history and geography the Internet is used well as a means of researching information to widen pupils' knowledge and understanding of the topics which they are studying.

17. The good links that have been planned between subjects mean that pupils use skills developed in one area to support their learning in others. A good example of this is seen in the work of pupils in Years 3 and 4. They have used their design and technology skills very well to make a 'pop up' book about healthy and unhealthy foods as part of their work in science. One of the main reasons for high achievement in English and mathematics is the thoughtful way in which the National Literacy and Numeracy Strategies have been put into place. This has enabled pupils of all abilities to have many very good quality opportunities to refine their literacy and numeracy skills in other subjects.
18. A well-constructed programme of visits and visitors, as well as a wide range of extra-curricular opportunities, enriches the curriculum very effectively. This has a positive effect on developing pupils' creative talents, as well as their academic understanding. For example, pupils have had the opportunity to develop their artistic skills by working alongside an artist in residence. The music curriculum is enhanced by a number of visiting teachers who work with pupils. They are also able to take part in music and drama performances for parents and members of the community. The curriculum is extended well by the teaching of French for all pupils by a modern language specialist. There was not enough opportunity during the inspection to see enough of this provision to judge the quality of teaching and learning. The small amount that was seen was of good quality. Effective use is made of a range of local and national initiatives to provide further learning opportunities. These have enabled the school to gain, among others, the Healthy Schools Award, the Construction Industry Award and the Active Mark Award.
19. The curriculum promotes pupils' personal development well. There is very good provision for pupils with special educational needs so that they achieve very well. Their individual education plans are carefully structured to meet their individual needs effectively. Teaching assistants provide high quality support in lessons for these pupils so that they are fully involved in all activities. Throughout the school, pupils are prepared very well for the next stages of their education.
20. The school's accommodation is satisfactory overall and the newly-built classroom, library and support room provide the school with good space for the delivery of most lessons. The hall, however, is too small for indoor physical education lessons, particularly for older pupils. The Foundation Stage does not yet have a secure outdoor play area, which restricts children's opportunities to use the outdoor environment to extend their learning in physical development. There is a good match of teachers and teaching assistants to meet the needs of the pupils. Resources for learning are good overall, although, at this stage, the new library does not contain enough books to enable pupils to research a range of topics.

Care, guidance and support

Very good opportunities are in place to promote and guide pupils' progress. Procedures to ensure that pupils work in a safe environment are satisfactory. The school involves pupils satisfactorily in its work and development.

Main strengths and weaknesses

- Pupils' academic development is monitored very carefully to set targets for further improvement.
- Very good relationships ensure that all pupils are very well cared for individually and strategies to value pupils' views are improving.
- The school's promotion of health, safety and child protection are satisfactory; however, the school does not monitor the premises sufficiently to identify potential hazards.
- Induction arrangements to settle children into the school are good.

COMMENTARY

21. The school's very good assessment procedures are used effectively to guide pupils in their learning and this supports their very good achievement. All staff have a good knowledge of pupils' standards and this, coupled with their very good relationships with pupils, promotes a positive environment where pupils want to make progress. Marking is used effectively to guide pupils' learning and verbal feedbacks during lessons are very effective in helping pupils to improve further. Older pupils have targets for improvements in literacy and numeracy in their target books. This attention to individual needs ensures that pupils make very good progress. Pupils with special educational needs are supported very well to ensure that they, too, make very good progress in their learning.
22. All adults in the school foster a positive and secure climate for learning in which pupils mature and grow in self-esteem. Adults provide very good role models for pupils and, additionally, older pupils show great concern for the wellbeing of younger pupils, leading to a purposeful and caring learning environment. Throughout the school, all pupils are friendly and supportive of others and a helpful, co-operative community atmosphere exists. Pupils' views are carefully listened to in lessons. The school council has only recently been re-introduced and has yet to have any significant impact. Pupils' views have been sought on issues including bullying and sex and relationships education. Pupils appreciate that the school is increasing its efforts to consult them.
23. Overall, the promotion of a healthy and safe environment has remained satisfactory, as at the time of the previous inspection. Through work in science and personal, health and social education, there are good opportunities for pupils to learn how to keep safe and healthy. For example, the school has recently obtained a Healthy School Award. Internet safety is promoted very well. In personal, health and social education lessons, 'Safe use of the Internet' has been a recent project for older pupils. Child protection procedures are known to staff and the school is diligent in monitoring the welfare of its pupils. However, during the inspection some minor concerns regarding health and safety were brought to the school's attention, reflecting the need to audit existing practices more rigorously. Additionally, the school has yet to adopt a policy for the use of reasonable force to restrain pupils, to support their work with pupils who have special educational needs. The governing body has recognised the need to improve the monitoring of health and safety and a local authority audit has been planned.
24. The school ensures that children enjoy a smooth transition into the Reception class and good opportunities are organised to help them to settle into the school. These include several visits to school, including lunchtime and home visits. The overwhelming number of questionnaires returned by parents show that they agree

that procedures for induction are good. These help children to make very good progress in their learning as soon as they join the school.

Partnership with parents, other schools and the community

The school's partnership with parents is good. Links with other schools are good and links with the community are very good.

Main strengths and weaknesses

- The school promotes community involvement in learning very well.
- Parents' views of the school are generally good.
- There are insufficient opportunities for parents to be consulted.
- Links with neighbouring schools are good.
- Information for parents is good overall and keeps them well informed.

Commentary

25. The school has developed very good links with the community, which help to broaden pupils' educational experiences. Many visits into and visitors from the local community have enriched pupils' learning and the school has very good links with a range of sporting clubs in the area. Opportunities to use the local environment to enhance learning are exploited well. For example, recent project work on Denby village and the pottery industry has been particularly successful, with local people coming in to talk about their experiences in the industry and visits to the local pottery. During the recent building work, the school gained a Construction Industry Award for effectively linking pupils' learning with the project. Opportunities to explore wider links have been particularly well developed through the relationship that the school has forged with an orphanage in Kenya.
26. Parental views collected through the parents' meeting and questionnaires show that the majority are pleased with most aspects of the school. In particular, the overwhelming majority of parents feel that their children enjoy school and are treated fairly. Parents regularly and willingly offer their services to the school. Many parents come in to help in school, to attend information meetings and to help at events. The Friends of the School Association raises considerable funds to purchase resources and to enrich pupils' experiences. For example, a Christmas cinema visit has recently been financed by the Association. Many parents attend information evenings, for example, on literacy, anti-bullying and sex and relationships education as well as for reviews of their children's progress. This reflects parents' willingness to work in partnership with the school to support their children's learning. The school has consulted parents on issues such as anti-bullying and sex and relationships education. However, there is currently no systematic method of consulting parents about their views of the school and taking these into account.
27. Good links exist with the neighbouring secondary schools to which pupils transfer, including transition projects for pupils to get to know the school. Last year, these included an arts project for pupils in Year 6. Good links, especially sporting links, exist with neighbouring primary schools.
28. The quality of the documentation that the school provides for parents is good. Pupils' annual reports are extremely thorough. They include appropriately detailed information about pupils' progress, including various test results, and very clearly written targets for improvement. The well-written prospectus provides clear and helpful information. Newsletters are sent out when required and provide useful information on events and activities. During the autumn and summer terms there are opportunities for parents to discuss their children's progress. Some parents felt that they were not sufficiently well informed about their children's progress. The

school acknowledges that this area could be improved and is already exploring ways of developing a spring open day to meet parents' concerns. The home-school communication book provides a useful two-way communication channel between parents and teachers and includes details of homework and topics to be covered. This is especially helpful for parents who are unable to visit school regularly. This good quality regular information ensures that parents are fully involved in the school and in their children's learning.

LEADERSHIP AND MANAGEMENT

Leadership is very good and management is good. The headteacher is providing very good leadership and subjects are managed very well. The governing body is very effective. Strategic planning is in a transitional phase so that management is good as opposed to very good.

Main strengths and weaknesses

- The headteacher is providing very good leadership so that the school has improved well since it was inspected previously.
- There is a very clear vision for the school which is reflected throughout its work.
- The school is very inclusive so that pupils feel valued and achieve very well.
- Subjects are led and managed very well overall.
- The school monitors its work very effectively and uses the information gained to plan improvements.
- Governors are very effective.
- Finances are managed efficiently and the principles of best value are applied well.

Commentary

29. The headteacher took up her post in April 2003 and is providing very good leadership. This has enabled the school to improve well since its previous inspection. Since that time, standards have improved from being broadly average to being well above average at the end of Years 2 and 6. Pupils in Year 6 who took the national tests in 2004 made excellent progress in Years 3 to 6. When these pupils took the national tests at the end of Year 2 in 2000, they were below average in reading and mathematics and above average in writing. By the time that they left the school, they were well above average in English and mathematics. This is evidence of very effective leadership of learning.
30. The headteacher's leadership is very effective because she has a very clear vision for the school's future. Essentially, this is that all pupils should achieve their potential in their work while developing into caring and confident young people, able to take their place in the world. There is clear evidence that this very good ethos is practised throughout the school. This is because all adults in the school fully support the headteacher in what she is trying to achieve. Indeed, in discussion, governors were very enthusiastic about the headteacher's leadership and other teachers spoke warmly of her commitment to the school. She has had a positive impact on standards and pupils' achievement in a relatively short time.
31. A major reason for this is that she appreciates that her staff are her major resource. She has developed an impressive unity of purpose in the school and all her colleagues fully support her vision for the school. She is keen to develop all her colleagues

professionally, teachers and teaching assistants, both to give them maximum job satisfaction and to enable them to contribute effectively to the school. This concern to fully include all in the school's work extends to the pupils. All pupils are valued for what they can offer. Because of this, they develop self-confidence and are keen to contribute what they can to the life of the school. In lessons, they put considerable effort into their work and co-operate very well with each other and with adults. As a result, they achieve very well.

32. Pupils try very hard in their lessons because they find them interesting and, often, fun. This is because subjects are led and managed very well overall, although subject leaders do not control their own budgets. For example, the subject leader for English brings excellent subject knowledge and understanding to her work. She has made the curriculum innovative so that pupils achieve very well. She is open to new ideas and very keen to develop the subject further. Similarly, special educational needs is led and managed very well. The school has a very clear view of the way in which the needs of these pupils are being met in different subjects. Pupils who need extra support are identified early and their progress is tracked carefully so that targets can be set for further progress. They are supported in lessons very well by teaching assistants and so achieve very well.
33. The school monitors and evaluates its work very effectively to discover where initiatives are effective and to identify any areas of relative weakness. It then makes plans to address them. If necessary, they are included in the school development plan. Strategic planning is in a transitional phase because of the headteacher's relatively recent appointment. She acknowledges that the school development plan currently has too many priorities and that these need to be phased in within an agreed time scale. However, the school has a clear understanding of the areas that it wishes to develop because of its rigorous self-evaluation.
34. Governors are involved very effectively in strategic planning. They consider the school development plan in each of their committees so that they bring different perspectives to it. Their discussion is informed by a systematic programme of governor visits to the school and by the fact that all governors have a subject responsibility. This close involvement gives them a very good appreciation of the school's strengths and areas for development and enables them to ensure that the school meets its legal obligations.
35. The work of the governors' finance and premises committee enables governors to be appropriately involved in the management of the school's finances. The slightly high carry-forward figure in the accounts is to be used to improve resources, for example, the outdoor area for children in the Reception class. The budget is managed well on a day-to-day basis by the school secretary and, over the longer term, by the headteacher and governors. The school's accounts were last audited in December 2002 and the report made a number of recommendations to up-date the school's procedures and to bring them in line with current best practice. The school has implemented all these recommendations. The principles of best value are applied well overall. However, the school recognises that there is scope for improvement in its procedures for consulting with parents. The school's daily routines are straightforward and readily understood by all. The school is managed well on a day-to-day basis.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	310,356
Total expenditure	316,758
Expenditure per pupil	3,016

Balances (£)	
Balance from previous year	35,518
Balance carried forward to the next year	29,116

36. Given pupils' very good achievement, their very good personal development, very good teaching and learning, the very good curriculum offered, and very good leadership, the school is providing very good value for money in spite of having slightly above-average costs per pupil. This is because of the headteacher's very effective leadership and the very good support that she gets from all adults in the school. The school is in a good position to maintain its many strengths and to build on them further.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is good for the 15 children in the Reception class and has improved from the previous inspection when it was satisfactory. This is because the overall quality of teaching and learning has improved from satisfactory to consistently very good in all areas of learning. All children have individual targets to help them to improve and very good planning identifies appropriate work for those at different stages of learning. Attainment on entry is average and no children have special educational needs or speak English as a second language. Children make very good progress in the Reception class and all are likely to achieve the expected goals by the end of this school year. Higher-attaining and average children are already achieving these goals and are working on National Curriculum levels.

A qualified teacher and a teaching assistant are responsible for the class. They work very well together to provide a rich learning environment for all children. Provision for the transition from home to school and into Year 1 is very good. The school has made good progress in improving resources and its provision for physical development has been improved. Resources are now satisfactory after being identified as unsatisfactory in the previous inspection report. The school is about to embark on structural development of the outdoor area, as this was identified as a weakness in the previous report. Resources and accommodation are satisfactory and children now make good use of the bikes and scooters in outdoor play. The leadership and management of the Foundation Stage are good. The Stage leader has very good vision but has only been in the school for three months and has yet to write a plan to develop the provision for the Foundation Stage further. She has made an impressive start.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very good opportunities for children to initiate their own learning and to develop their problem-solving skills.
- Very good teaching and learning reflect the very good progress that children make in this area of learning.
- Children form very good relationships with adults and these contribute significantly to the progress that they make.

Commentary

37. Children make very good progress and many are already achieving the expected goals in this area of learning. They are all on course to achieve the expected goals by the end of the year and higher-attaining children and average children in the group are likely to exceed them. Very good planning ensures that all children experience a rich learning environment. They are encouraged to think for themselves because the teacher constantly challenges them to suggest their own ideas, for example, by suggesting a movement to add to their weather song. There are very good opportunities for children to use their initiative and to select their own activities. In the role-play 'jungle area', children develop their ability to play with others and to take initiative, for example, by devising a setting for Elmer the elephant. Very good teaching and learning ensure that expectations in the group are high and children respond to this firm and clear guidance with very good attitudes and behaviour. All

adults establish very good relationships with all children and these contribute significantly to the progress that they make. They all enjoy coming to school and show considerable enthusiasm for the activities provided for them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching ensures that children have rich opportunities to develop their speaking and listening skills.
- Children have a positive attitude to books and make good progress in learning to read and write.

Commentary

38. Children make good progress in this area of learning and, by the end of the Reception Year, all children are likely to achieve the expected goals. Higher-attaining children are already achieving these goals and are likely to exceed them by the end of the year. The teacher is very skilled at ensuring that children have regular opportunities to develop their confidence in answering questions and describing events. There are good opportunities to reinforce speaking skills in a wide range of interesting activities. Children enjoy the role-play area and this encourages them to develop their conversational skills. They enjoy listening to stories such as 'Elmer the elephant' because the teacher reads them with such enthusiasm and expression.
39. Children make very good progress in learning to read because reading skills are taught very well. There are good opportunities for children to take books home and, together with a wide range of opportunities for them to read, this contributes to the very good progress that they make. Children know that books have titles and are aware of authors and illustrators. They listen well and enjoy and understand the story, predicting what might happen next. Higher-attaining children have above-average skills in reading and are able to discuss the story and different characters. Lower-attaining children talk about the pictures and identify initial letters and sounds. There are good opportunities for pupils to develop writing skills and higher-attaining children already write simple sentences with capital letters and full stops. They are starting to use description, for example, one wrote 'I saw a rocket go up into the sky, bang!' All children write their own names independently because they are encouraged to sign themselves in at the start of every day.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The quality of teaching and learning is very good and, as a result, children make very good progress and standards are above those expected.
- Very good planning ensures that activities reinforce and extend learning very well for all ability groups.

Commentary

40. Children make very good progress in this area of learning because they are very well taught. By the end of this school year, all children are likely to achieve the expected goals and higher-attaining and average children are already working at National Curriculum levels. Children make very good progress in identifying and counting numbers because the teacher plans interesting activities which help children to learn. Higher-attaining children enjoy playing the 'ladybird game', for example, and develop their confidence in recognising numbers as they count the ladybirds in a simple card game. Children are encouraged to make their own addition sums by using the black spots on the ladybird.
41. Learning is linked well to creative development and the teacher has skilfully used an Aboriginal pattern to challenge children to identify the smallest and largest shapes and to find the repeating patterns. These enjoyable and challenging activities help all children to develop an understanding of comparative size. Children's awareness and knowledge of shape are good because the teacher uses interesting methods to extend learning. She skilfully creates curiosity and enjoyment in learning as she describes the hidden shapes. Children know and recognise different shapes very well and enjoy guessing the shape from the description. For example, higher-attaining children recognised a hexagon. Most children suggest how to make a repeating pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding is **very good**.

Main strengths and weaknesses

- Achievement is very good because there are good opportunities for children to use their senses to explore their world.
- Very good teaching promotes above-average standards in this area of learning.

Commentary

42. Children make very good progress in this area of learning and are likely to achieve the expected goals by the end of the Reception Year. There are good opportunities to use the computer and children benefit from a weekly session in the computer suite. They use the mouse confidently and are encouraged to select their own tools on the computer. Children use a 'spray can' to create firework pictures, for example, and access other tools to create a simple pattern to decorate their own 'Elmer the elephant' pictures. Higher-attaining children skilfully select shapes and move them on the screen to match their own shapes.
43. Teaching is very good and, because of this, children use the 'floor robot' well and explain how to direct it forwards, backwards and sideways. Children develop knowledge of the wider world through exciting role-play activities. They recognise and name all the jungle animals correctly because the teacher creates curiosity when introducing the animals and encourages the children to describe their individual characteristics. Children know the days of the week and describe weather conditions accurately. They enjoy singing a weather song and suggest different movements for the weather such as a waving action for blue skies. There are good opportunities to design and build models using different construction kits. Children are aware of other cultures and languages because they are encouraged to identify members of their family in French.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Very good teaching ensures that children make good progress and achieve well.
- The outdoor play area still needs developing.

Commentary

44. Children make good progress in this area of learning and, by the end of the school year, they are all likely to achieve the expected goals. In the outdoor sessions, children learn to manoeuvre and control the bikes, scooters and trucks. They are challenged by the teaching assistant to stop and start with control. Children learn to lift, carry and place carpet tiles and use these to develop their ability to jump and land. The teacher challenges them to jump forwards, backwards and sideways. They have a sound understanding of their own and others' space and are able to travel safely amongst others. Children are encouraged to observe the effect of the wind as they run and swirl coloured ribbons.
45. In a very good lesson the teacher emphasised different levels very well and children responded to the instructions to swing their ribbons high, low and around as they ran, jumped, hopped and skipped. The teacher used the outdoor session well to reinforce learning and children gained confidence in drawing circles and identifying shapes on the playground such as cylinders and cubes. Opportunities to develop climbing, swinging, balancing and aiming skills are limited by lack of outdoor provision. The school is aware of this and this situation will be remedied once the outdoor area has been developed. Planning and funding are all in place for this development. Children have very good opportunities to increase their skills by using small tools such as pencils, scissors and paintbrushes.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching ensures that children make very good progress and achieve very well.
- Children experience interesting and challenging activities.

Commentary

46. Children make very good progress in their creative development. They are all on course to achieve the expected goals by the end of the school year because teaching and learning are very good. Children enjoy using the role-play areas and they are encouraged to develop their imagination when creating story situations in the jungle.
47. The teacher uses questions very well and this encourages children to think for themselves and to develop their imaginations, for example, by describing what is happening in the jungle with Elmer and the other animals. Children have very good

opportunities to use and mix paint in various ways. Their pictures convey meaning; for example, one higher-attaining child wrote about the meaning conveyed by her picture: 'trees rustling the branches, the sky is blue; one tree has orange leaves the other red leaves; the grass is green and there are leaves on the grass'. The teacher uses established artists such as Paul Klee to help children to produce their own interesting patterns. They use a range of materials and experience different ways to use paint. They explore finger painting and children have learned to keep a different finger for each colour. They make their own patterns by using Aboriginal art as a stimulus. Children identify animals such as the snake in their own and in the professional artist's work.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are well above average overall because pupils are very well taught.
- Achievement is very good throughout the school because very good assessment systems promote pupils' progress very effectively.
- The subject is led and managed excellently.
- Literacy skills are developed very skilfully in other subjects.

Commentary

48. An analysis of pupils' work and standards seen in lessons show that attainment in Years 2 and 6 is likely to be well above average by the end of the school year. This would maintain the school's very good record in the national tests in the last few years. Standards are well above average because teaching over time is very good. Teachers have a very good understanding of the subject and plan lessons which motivate and interest pupils so that they make very good progress. Pupils at different stages of learning are presented with realistic levels of challenge so that they work with sustained interest and concentration. Pupils with special educational needs are very well supported by teaching assistants and achieve at the same rate as other pupils. Very good attention is paid to the basics of language in Years 1 and 2 so that pupils achieve very well. For example, pupils were able to suggest 'strong' verbs such as 'creep', 'lurk', and 'prowl' and then to demonstrate what they meant. A higher-attaining pupil was able to write another verse of a poem maintaining the rhythm of the other verses. In Years 5 and 6, pupils were able to suggest a wide range of adjectives to describe a wintry scene including, 'barren', 'icy', 'slippery' and 'frozen'. Imaginative use of vocabulary reflects very effective teaching over time, resulting in very effective learning.
49. Pupils' speaking and listening skills are well above average. Pupils in Year 2 are very happy to discuss and explain their work and they listen carefully to each other and to adults. In Year 6, pupils are courteous to each other and to adults. They compare different poems and express themselves confidently and with care. Reading is above average in Years 2 and 6, and likely to be well above average by the end of this school year. Higher-attaining pupils in Year 2 read fluently and with good expression. They are able to compare books and characters. Average and lower attaining pupils read fluently and have good phonic skills, but use less expression. By Year 6, pupils at different levels of attainment read confidently and are able to interpret their

reading by identifying salient points and justifying their views. Reading skills are well above average by the time that pupils leave the school.

50. Higher attaining pupils in Year 2 write very effectively, with accurate use of grammar and punctuation. Capital letters and full stops are used consistently and there are examples of apostrophes being used correctly. There are examples of extended imaginative writing, with good use of vocabulary creating interest for the reader. There is some good writing of poetry. Average and lower-attaining pupils cover the same work. They are less secure grammatically and more prone to make spelling errors, although words are always recognisable. Handwriting, however, tends to be large and immature and not consistently joined. Handwriting improves considerably by Year 6 and is generally, neat, joined and of consistent size. Pupils have undertaken a wide range of work. Higher-attaining pupils are very secure grammatically and use interesting and challenging vocabulary. Average and lower-attaining pupils are more likely to make errors in their spelling, but still write with flair and imagination. Standards in writing are well above average for the oldest pupils and, throughout the school, the writing of poetry is a strength.
51. Pupils achieve very well because their progress is monitored very effectively so that future learning can be planned to enable them to build on their current knowledge, skills and understanding. Work is marked regularly and carefully with suggestions for improvement referring to pupils' targets. These targets result from the tracking of the progress being made by individual pupils. All pupils are aware of their targets and, by Years 5 and 6, are involved in evaluating when targets have been reached. They also know what they need to achieve to reach a particular level and are able to monitor their progress. This ability to evaluate their progress and manage their own learning motivates pupils very well and contributes significantly to their very good achievement.
52. Pupils achieve very well and attain standards which are well above average because the leadership and management of the subject are excellent. The subject leader has excellent subject knowledge and understanding and thinks deeply about the school's approach to improvement. For example, she has targeted writing, and particularly boys' writing, recently, and this has raised standards. As a result, at the end of Year 2 in 2004, standards in writing were in the top five per cent of all schools in the country. The subject leader understands that pupils will learn effectively if lessons are fun. She encourages her colleagues to plan lessons which will engage pupils' attention so that they put a good amount of effort into learning. She encourages a wide range of strategies to develop imaginative use of English. For example, in her own class, pupils get a 'buzz' from 'Horrid Henry's Wow Words' and carefully consider whether a word that they are using should be added to the list. Leadership of this quality has established highly impressive standards in English, and the school is in a strong position to maintain these standards.

Language and literacy across the curriculum

53. Other subjects are used very effectively to develop pupils' literacy skills. A wide range of writing is used in subjects such as geography, history, science and religious education. For example, some work in history was used as a basis for writing poems about local industry. This produced poetry of considerable quality using challenging vocabulary:

'The fiery kiln like dragon's breath,
Dig, mould, fire and glaze,
It cooks the clay 'til it's hard as stone,
Dig, mould, fire and glaze.'

54. Speaking and listening skills are developed very well in most subjects, but particularly in whole-class discussions in personal, health and social education and citizenship lessons. Information and communication technology is used well in lessons. There are some good examples of word processing being used by older pupils.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good teaching and learning result in very good achievement.
- Pupils attain well-above-average standards in national tests.
- The monitoring of pupils' progress is very good.
- Leadership and management of mathematics are good.
- Mathematical skills are used very well across the curriculum to enhance other subject areas.

Commentary

55. In the recent national tests, pupils attained well-above-average results by the ages of seven and 11 when compared to all schools nationally. Inspection evidence is that standards are currently above average throughout the school and that achievement is very good. Standards have improved well since the previous inspection. Most pupils from all groups and at different stages of learning are doing well because teaching is very good overall. Planning takes full account of pupils' present levels of performance and systematic monitoring identifies pupils' progress, enabling the school to plan future learning successfully. Pupils with special educational needs make the same progress as their peers because they get very good quality support. There is no significant difference between boys and girls.
56. Pupils achieve consistently well throughout the school, not least because problem-solving and investigative skills are taught very effectively. For example, pupils in Year 6 made very good progress in solving problems based on real-life situations. During their very good lesson on time zones, higher-attaining pupils showed a very good understanding of Greenwich Mean Time and the different time zones around the world. They were able to identify the time in different cities throughout the world and to calculate the time a plane journey would take from London to Tokyo. Lower-attaining pupils learned how to interpret a range of different timetables. This very good lesson also contributed well to pupils' geographical knowledge and all pupils were able to understand and explain why times were different throughout the world.
57. The quality of teaching and learning is very good overall. Lessons are very well planned with a range of interesting and challenging activities for pupils at different stages of learning. The main purpose of the lesson is shared effectively with pupils so that they know what is expected of them. Teachers use tasks which involve children working in pairs effectively. Computers are also used well to enhance learning. Pupils enjoy mathematics and work on their tasks with good levels of concentration. Procedures to monitor pupils' progress are very good and the information from assessments is 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.

58. Leadership and management of mathematics are good. The subject leader is well organised and is able to reflect on previous performance and identify strengths and weaknesses. Test results are analysed carefully and there is thorough monitoring of teaching and learning. Resources for mathematics are good and easily accessible.

Mathematics across the curriculum

59. Very good use is made of mathematical skills to enhance learning in other subject areas because planning is very good and identifies links between subjects well. Pupils in Years 5 and 6, for example, have learned to interpret tables and charts as part of their work on time and time zones, linking with geography. Graphs are used well in geography and history so that pupils have very good opportunities to practise their mathematical techniques.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Very good teaching and learning lead to pupils making very good progress.
- Investigative skills are developed effectively through well-planned practical experiments.
- Pupils' skills in evaluating their findings are not well developed.
- The subject is well led and managed.

Commentary

60. In recent years, the results in the national tests for 11-year-olds have been well above the national average. Most pupils currently in Year 6 are working at above-average standards and are likely to reach the high standards of previous years by the time that they leave the school. This shows that, during their time in school, these pupils have made very good progress and achieved very well. Pupils with special educational needs are very well supported and, as a result, achieve very well.
61. Teachers plan their lessons very well to challenge pupils of all abilities effectively. Activities are linked well to previous work so that pupils can use prior scientific knowledge and understanding to support their learning. This was exemplified when pupils in Year 6 used their knowledge of changes of state to further their understanding of reversible and irreversible changes. In this very good lesson, adults worked very well as a team so that all pupils had a high proportion of direct teaching. As a result, their work rate was high and the pupils very productive. Questioning is used very well to develop pupils' scientific knowledge and understanding and to extend their scientific vocabulary. Activities are often linked to everyday life so that pupils can use their own experiences to help them to further their learning. For instance, pupils in Year 2 effectively used their knowledge of healthy and unhealthy food to help them to create ideas for a balanced meal.
62. As a result of the strong emphasis on learning through carefully planned experiments, pupils develop their investigational skills well. Because of this, by Year 6, they are proficient at designing and carrying out a 'fair' test, independently of the teacher.

They are not as adept in evaluating their work. This leads to their conclusions being a description of the activity rather than a thoughtful consideration of what they have been finding out. Because pupils are given motivating, practical activities, their attitudes to science are very good. They are very well behaved and show much curiosity and enjoyment in what they do. These positive attitudes have a beneficial effect on the high standards which they achieve.

63. Though the co-ordinator is relatively new to the school, she provides good leadership and management. She has a clear view of how provision can be improved further. For example, she has identified the need to develop assessment procedures to track the progress of pupils more effectively and to set them individual targets for improvement. The curriculum is very good and contributes well to pupils' personal development. This is evident in the many opportunities that pupils have to work together, in pairs and small groups, during their experiments. There are good opportunities for pupils to practise and refine their numeracy skills. For example, pupils in Year 6 have taken careful measurements in millilitres when planning and carrying out an experiment to see if water evaporates more quickly in different temperatures. Information and communication technology is also used well to support and enhance learning in the subject.
64. There have been good improvements to the subject since the previous inspection. Pupils' achievement, teaching and learning and leadership and management are all better. This means that the school is in a good position to maintain its high standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The standards that pupils achieve are beyond those expected for their age.
- Teaching and learning are good.
- Leadership and management are very good.
- The procedures for assessment are not sufficiently focused.
- Information and communication technology is used well to support work in other subjects.

Commentary

65. MOST PUPILS IN YEARS 2 AND 6 REACH STANDARDS BEYOND THOSE EXPECTED FOR THEIR AGE. THIS REPRESENTS GOOD ACHIEVEMENT AND GOOD PROGRESS DURING THEIR TIME IN SCHOOL.
66. THE TIMETABLE IS STRUCTURED TO ENABLE THE SUBJECT LEADER TO TEACH ALL CLASSES EACH WEEK. THIS TEACHING TAKES PLACE IN CLASSROOMS OR IN A ROOM WITH A COMPUTER-DRIVEN WHITEBOARD. THE SYSTEM WORKS WELL BECAUSE OF THE GOOD SUBJECT KNOWLEDGE AND EXPERTISE SHOWN BY THE SUBJECT LEADER. LESSON PLANNING IS EFFECTIVE IN PROVIDING ACTIVITIES THAT ARE WELL MATCHED TO PUPILS AT DIFFERENT STAGES OF LEARNING, SO THAT ALL MAKE GOOD PROGRESS. SHE DEMONSTRATES NEW IDEAS AND TECHNIQUES TO PUPILS IN A CONFIDENT MANNER. AS A RESULT, PUPILS QUICKLY PICK UP NEW SKILLS AS WELL AS CONSOLIDATING THOSE THAT THEY HAVE ALREADY LEARNED. TEACHERS ENSURE THAT PUPILS HAVE OPPORTUNITIES TO PRACTISE THESE SKILLS THROUGH THE WEEK IN OTHER SUBJECTS. THERE ARE ALSO GOOD OPPORTUNITIES FOR PUPILS TO REVIEW THEIR LEARNING AND TO CONSIDER HOW INFORMATION AND COMMUNICATION TECHNOLOGY CAN HELP THEM IN OTHER SUBJECTS. THIS WAS EVIDENT WHEN PUPILS IN YEARS 3 AND 4 DISCUSSED THE WORK DONE IN

PREVIOUS LESSONS ON COMBINING TEXT AND GRAPHICS AS PART OF THEIR STUDIES INTO ROMAN HISTORY. ALL TEACHERS ENCOURAGE PUPILS TO WORK COLLABORATIVELY IN PAIRS ON THE COMPUTERS, WHICH MAKES A POSITIVE CONTRIBUTION TO THEIR PERSONAL DEVELOPMENT. THERE IS VERY GOOD PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS. AS A RESULT, THESE PUPILS ARE FULLY INVOLVED IN ALL ACTIVITIES AND MAKE GOOD PROGRESS. ALL PUPILS HAVE VERY POSITIVE ATTITUDES TO THEIR WORK. THEY ARE VERY WELL BEHAVED AND TREAT COMPUTERS AND OTHER RESOURCES WITH DUE CARE AND RESPECT. WHEN WORKING IN PAIRS ON COMPUTERS THEY TAKE TURNS FAIRLY, AND SHOW A LOT OF INTEREST AND ENJOYMENT IN THEIR WORK.

67. AS WELL AS TEACHING ALL CLASSES, THE SUBJECT LEADER GIVES GOOD QUALITY SUPPORT AND ADVICE TO COLLEAGUES TO HELP THEM TO DEVELOP THEIR OWN INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS FURTHER. SHE HAS DEVELOPED A COMPREHENSIVE ACTION PLAN FOR THE NEXT FEW YEARS. THE PLAN SHOWS A PERCEPTIVE UNDERSTANDING OF THE QUALITY OF EDUCATION IN THE SCHOOL AND HOW IMPROVEMENTS CAN BE MADE. THESE INCLUDE DEVELOPING ASSESSMENT PROCEDURES TO CHART INDIVIDUAL PUPILS' PROGRESS MORE EFFECTIVELY AND TO SET THEM TARGETS FOR IMPROVEMENT. THERE ARE BARELY ENOUGH COMPUTERS FOR PUPILS TO USE. THE SCHOOL MAKES VERY GOOD USE OF THE RESOURCES THAT ARE AVAILABLE BUT RECOGNISES THE NEED TO IMPROVE THEM IF PUPILS' ACHIEVEMENT AND PROGRESS ARE TO BE MAINTAINED.

68. PROVISION IN INFORMATION AND COMMUNICATION TECHNOLOGY HAS IMPROVED WELL SINCE THE PREVIOUS INSPECTION. THE STANDARDS THAT PUPILS ACHIEVE, TEACHING AND LEARNING, AND LEADERSHIP AND MANAGEMENT OF THE SUBJECT ARE ALL BETTER AND THE SCHOOL IS IN A GOOD POSITION TO MAINTAIN ITS PRESENT GOOD STANDARDS.

Information and communication technology across the curriculum

69. There are good opportunities for pupils to use information and communication technology to support and enhance their learning in other subjects. For example, in English, good use is made of word-processing programs to help to develop pupils' writing skills. In mathematics and science, a range of graphs is created on the computer to present pupils' findings from their investigations and problem-solving activities. In history and geography, the Internet is used well as a means of researching information to widen pupils' knowledge and understanding in the topics which they are studying.

HUMANITIES

History was inspected fully and geography was sampled. Religious education will be reported on separately by the diocese.

History

Provision in history is **good**.

Main strengths and weaknesses

- The subject is well planned and good use is made of local history.

- The use of other curriculum areas to enrich learning is a strength.

Commentary

70. History has a good focus throughout the school and the planning of learning is good. As they move through the school, pupils benefit from a 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 satisfactory to good. As a result, standards are now in line with expectations by the end of Year 2 and exceed expectations by the end of Year 6. Significant strengths are the very good use of local history to enrich learning and the use of other curriculum areas to support learning. For example, pupils in Years 1 and 2 have explored local life and traditions in 1800. Visits are used well, including visits to the local Denby potteries. Pupils in Year 2 have made a book entitled '100 Years ago in Denby.' They drew pictures of old and new pottery and then wrote about Joseph Bourne, who was the first person to think of using the clay in this area for making pottery. Elderly residents have visited the school to talk about life in the school many years ago and pupils devised their own questions for their visitors. Children have created their own skipping rhymes and made a 'time line' using old and new Denby pottery.
71. Teachers make very good use of other subject areas such as literacy, music, information and communication technology, art and design, and geography. Older pupils write their own songs and poems about life in the mines and potteries. For example, one pupil wrote:
- 'It's a black coal life,
Being a miner's son,
It's a black coal life,
And there's work to be done.
- I'd like to go to school,
But mi mam says I'm a fool:
It's a black coal life,
Being a miner's son.'
72. Visiting musicians have helped pupils to compose music and lyrics about life in Denby years ago. Pupils have developed a good level of sympathy with those who worked in these conditions and their written work shows a good level of understanding of life in the mines. For example, 'My ribs stick out like jagged rocks and my cheek bones are revealed too much.' Pupils in Years 3 and 4 have used computers well to research information about the Romans. They used the information well to write articles for their Roman newspaper 'The Roman Chronicle.'
73. Leadership and management are good. The headteacher who is the co-ordinator for the subject has specialist subject knowledge but, because of timetabling arrangements and her management duties, is unable to teach history herself. She monitors the subject well and ensures that visits and visitors are well used to enrich learning.

Geography

74. No lessons were observed in geography and therefore no judgement can be made about the overall quality of the provision. An analysis of pupils' work and displays around the school shows that geography has an appropriate focus in the curriculum. The school is involved in an environmental project, 'ECO', and the local area is used well to enhance learning. Teachers use other subjects, for example, mathematics, well to enrich learning. When studying world times in mathematics, pupils in Years 5 and 6 located and identified times in different cities around the world. Pupils have researched the most popular jobs in Denby and created graphs to show their results. The Internet is used well and pupils in Years 5 and 6 have researched about mountains and studied rainfall patterns in the Lake District. As pupils progress through the school, mapping skills develop well. For example, pupils in Years 5 and 6 have created an effective map showing the main features of Denby.

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 or overall provision.

ART AND DESIGN

75. There is a broad and balanced curriculum which gives pupils the chance to use a good range of media and other resources to develop their skills. It is enriched by links with Denby Pottery. These links have made a good contribution to developing pupils' skills in using clay in their three-dimensional work. Pupils also have the opportunity to work with an artist in residence and to join an after-school art club which provides further opportunities for good quality work. Good emphasis is placed on developing pupils' artistic ideas by studying the work of famous artists. This was seen in a very good lesson for pupils in Years 5 and 6. After looking at and discussing the work of Turner, pupils created their own seascapes or landscapes in his style. Good use is made of information and communication technology to create a wide range of patterns and pictures. Displays of artwork are of good quality and show that pupils take good care with their work.

Music

76. Whole-school singing in assembly is to a tape and is satisfactory. In the song used in the two assemblies during the inspection, pupils struggled with the high notes. There are good opportunities for pupils to have instrumental lessons in brass and woodwind and to use music in performance in assemblies and at harvest and Christmas. Opportunities are taken where possible to give pupils the chance to hear live music, for example, by a visit to 'Joseph and his Technicolour Dreamcoat'. Pupils have benefited from visiting specialists, for instance, in African and Indian music. Resources for learning are satisfactory and include some instruments representing other, non-western, cultures.

Design and technology

77. Good curriculum planning ensures that pupils have access to a wide range of activities to develop their skills in the subject. A good range of materials is available for them to use during these activities. Pupils are encouraged to experiment with different ways of joining these materials. After designing and making products, there is an expectation that pupils will evaluate their products and say how they might be improved. This is seen, for example, in the work of pupils in Years 1 and 2 who have designed, made and evaluated some good quality finger and hand puppets. There are good links with other subjects. For example, pupils in Years 3 and 4 have used their design and technology skills well to make a pop up book about healthy and unhealthy foods, as part of their work in science.

PHYSICAL EDUCATION

78. Standards in swimming are above average and, in most years, all pupils swim at least 25 metres and many considerably more, by the time that they leave the school. Some gain life-saving awards. All aspects of the National Curriculum are covered and pupils have good opportunities to experience outdoor and adventurous activities in a residential visit for Years 5 and 6. Pupils benefit from external coaching in games including soccer, tennis, basketball and cricket, in which some have played at county level. The school enters local competitions in, for example, soccer, netball, basketball and athletics, which gives pupils opportunities to experience competitive sport. Resources are satisfactory and the school has an adequate field and hard play area. However, the hall is very small and is inadequate for gymnastics for whole classes of pupils in Years 3 to 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

MAIN STRENGTHS AND WEAKNESSES

- Planning for personal, health and social education and citizenship is good.
- Pupils are given good opportunities to develop fully their personal and social skills, self-awareness, and understanding of citizenship.

COMMENTARY

79. Personal, social and health education and citizenship is seen as an integral part of the curriculum. Regular lessons in personal, health and social education are timetabled to provide opportunities for whole-class discussions. During the inspection, a personal, health and social education lesson for Years 3 and 4 was observed where pupils were learning about the qualities required to be a good friend. They discussed the topic well and gave good reasons to explain what a friend means to them. For example, 'if bullied, a friend will stand up for you'. There is a clear two-year rolling programme to ensure that personal, health and social education is covered in the mixed-age classes without repetition. However, a system of formal monitoring to evaluate the effectiveness of the subject's delivery has yet to be established. Planning appropriately includes sex and relationships education for older pupils, in which they learn about body changes in puberty, the importance of relationships, and the dangers of drugs and other substances.
80. Regular opportunities for whole-class discussions successfully promote pupils' speaking and listening skills and help them to appreciate and respect the views of others. Their opinions and views are valued and taken seriously so that they develop confidence and a positive self-image. Through funding from the Global Perspective Project, the school has effectively used its links with a Kenyan orphanage to develop pupils' understanding of global issues such as fair trade, human rights and justice. The school council and opportunities to take responsibility around the school provide pupils with satisfactory opportunities to develop good citizenship skills.

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	2

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	3

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	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	3

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