

INSPECTION REPORT

HADY PRIMARY SCHOOL

Hady Lane, Chesterfield

LEA area: Derbyshire

Unique reference number: 112665

Acting Headteacher: Mrs Shirley Niblock

Lead inspector: Mrs Margaret Hulme

Dates of inspection: 30th November - 3rd December 2004

Inspection number: 266943

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 300

School address: Hady Lane
Hady
Chesterfield
Derbyshire
Postcode: S41 0DF

Telephone number: (01246) 279 254
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Appropriate authority: The governing body
Name of chair of governors: Mr Paul Constable

Date of previous inspection: 21st June 1999

CHARACTERISTICS OF THE SCHOOL

This is a larger than average size primary school catering for a mainly white British community with a small percentage of children from minority ethnic groups. Most of these children understand and speak English well but two pupils are at an early stage of learning the language and have support. There are 300 pupils on roll including 33 children in the nursery who are taught part-time. When children start school they have the knowledge and skills expected for their age. Although there are pupils with a wide range of special educational needs the numbers are below that of other primary schools. Those pupils identified have difficulties that include, behavioural, moderate learning, speech and communication and autistic. Pupil mobility is higher than most schools: in the last year 18 joined the school and 14 left other than at the usual time of transfer. There is a good social mix of families. This is a well-respected school within the community and much sought after by those families outside the school's catchment area. About ten per cent come from outside the immediate area. One of its great strengths is its partnership with the local community and its involvement with other schools worldwide.

In the last two years the school has experienced great difficulties associated with the long-term absence of the headteacher. However, the acting headteacher and acting deputy have brought a rigorous approach to the school's work and everyone is looking forward to a period of greater stability once the new headteacher takes up his post. At the time of the

inspection teachers temporarily covering for staff absence taught some classes and some were taught by student teachers. School successes are recognised in the awards they have received such as the Education Business Partnership in 1997, the Basic skills quality mark and Healthy Schools awards in 2002 and the Investor in People and Eco School award in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3609	Mrs M Hulme	Lead inspector	Foundation Stage Art and design Music Religious education
13895	Mrs A Smith	Lay inspector	
29995	Mrs M Walker	Team inspector	Special educational needs Mathematics Science History Design and technology
32389	Mr C Constable	Team inspector	English Information and communication technology (ICT) Physical education Geography English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good and effective school that does well for its pupils. The purposeful leadership of the acting headteacher has inspired staff to work well together as a team. The barriers to achievement have been overcome. The good teaching ensures that all pupils achieve well and reach high standards. Pupils have very good and trusting relationships with adults and one another, they are happy and feel valued. Their personal development is very well provided for. Value for money is good.

The main strengths and weaknesses

- Pupils achieve well because the teaching and assessment are good. Plans to improve achievement further have not yet been implemented.
- Pupils make good progress and reach standards above those expected for their age in English, mathematics and science.
- The acting headteacher has brought rigour back to the school and she provides good leadership and firm direction for the school's work.
- Pupils are happy at school, have very good attitudes to learning and behave very well.
- The partnership with the community is exemplary, providing exceedingly well for pupils' personal development.
- Pupils with special educational needs make good progress because provision is very good.
- Governors support the school well but lack a sufficiently robust approach to questioning and challenging as part of the school's evaluation of its development.
- Some subjects lack essential resources, which restrict the range of learning opportunities and support that can be offered.

How the effectiveness of the school has changed since the previous inspection

The school has made good progress since the last inspection in 1999 despite the difficulties experienced. All issues have been tackled successfully. The school has not become complacent but built on that development to improve pupils' achievement. The school has been managed well despite the long term absence of the headteacher, a large budget deficit and many changes to staff owing to ill health. The acting headteacher has brought back the rigour that was lacking, which has improved staff morale, standards in national tests and curriculum. The greatest improvements are; the Foundation Stage planning; provision for pupils with special educational needs; better challenge for the most able pupils; and tracking procedures, which confirm teachers' assessments and identify pupils who can benefit from additional learning.

STANDARDS ACHIEVED

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

science	C	D	A	A
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*Key: A - well above average; B - above average; C - average; D -below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good: as a result of good teaching most pupils achieve well. In the Foundation Stage there is consistently good progress in the areas of learning and by the end of the reception year children make good progress and reach the goals expected for their age with a significant group starting the National Curriculum work early. This good progress continues to Year 2, when most pupils reach higher standards than expected for their age in reading, writing and mathematics. As can be seen in the table above the Year 6 results in the most recent national tests show pupils reach higher standards than similar schools and the trend of improvement for English, mathematics and science has been above that nationally. In lessons and written work, pupils reach standards higher than that expected for their age in these subjects and pupils’ speaking and listening skills are particularly good throughout the school. There is no significant difference in the attainment or achievement of boys and girls.

Pupils’ personal development is very good and supported effectively by their **very good spiritual, moral, social and cultural development**. Pupils’ attitudes to learning and behaviour are very good, which results in sustained work and good achievement. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. **The quality of teaching is good** overall in all age groups, although there are few weaknesses in some teachers’ subject knowledge and in the consistency of marking pupils’ work. Pupils learn effectively because they find the lessons interesting and most like the hard work. The lack of resources makes teaching more difficult and restricts what activities can be offered. The theft of ICT resources, which have only recently been replaced, has slowed down the pupils’ use of ICT skills across the range of subjects and consequently their achievement but staff know that more needs to be done. A good curriculum is provided and pupils receive very good care, guidance and support in lessons, which contributes effectively to their good achievement. Pupils benefit from the productive partnerships with parents and other schools. The outstanding partnership with the community is one of the school’s main strengths resulting in extremely good provision for pupils’ personal development.

LEADERSHIP AND MANAGEMENT OF THE SCHOOL

The leadership and management are good. The enthusiastic leadership of the acting headteacher has proved inspirational in overcoming adversity. Staff have supported her well and their teamwork has been instrumental in maintaining the quality of education. Plans for developing teaching to further raise the pupils’ achievement are appropriate, but have yet to be implemented. The governing of the school is satisfactory. Governors support the school well but lack the rigour needed in their role to evaluate the school development as well as they might. All statutory requirements are met.

PARENTS’ AND PUPILS’ VIEWS OF THE SCHOOL

Most parents have very good views of the school, are satisfied with the quality of education it provides and like involvement in their children's education. The inspection team could not substantiate the issues, expressed by a few parents, about lacking information on progress and wanting more consultation about children's work. Pupils have very good views of the school because they enjoy lessons and like the staff. Taking part in making the school a good place to learn boosts their self-esteem.

IMPROVEMENTS NEEDED

The most important things for the school to do to improve now are:

- Implement the plans for improving achievement including extending teachers' subject knowledge, consistency in marking and the use of ICT in other subjects.
- Improve governance to give governors a more robust approach to questioning and challenging as part of the school's evaluation of its development.
- Improve and extend resources, particularly in the Foundation Stage and religious education.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good throughout the school and there is no significant difference between boys and girls. Overall, pupils reach standards in English, mathematics and science that are better than expected for the pupils' age.

MAIN STRENGTHS AND WEAKNESSES

- Children in the Foundation Stage make a good start and are well prepared for the next stage of education.
- Achievement is good because the leadership provides firm direction for teaching and the work of the school.
- Standards in national tests have improved, particularly in science. Standards are high because teaching and assessment are good.
- Speaking and listening are strengths across the school.
- Pupils with special educational need progress well because their provision is very good.
- Occasionally, teachers' insecure subject knowledge in science, ICT and religious education restrict pupils' achieving as well as they might.
- Limited opportunities in science to develop and use the range of investigative skills restrict achievement, particularly for older pupils.

Commentary

1. When children start school their knowledge, understanding and skills are wide ranging. Assessments show that most have the ability expected for their age in the areas of communication, language and literacy and in numeracy. As at the last inspection, children make good progress. This year they are working at expected levels and most children will reach the goals¹ they are expected to reach in the areas of learning, by the end of the reception year. A significant group (about a third of the present class) will do better and start National Curriculum work early. Those with special educational needs progress at the same rate as others because they have the individual support they need from experienced teaching assistants.

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

Standards in:	School results	National results
reading	16.6 (16.5)	15.8 (15.7)
writing	15.4 (15.7)	14.6 (14.6)
mathematics	17.1 (16.8)	16.2 (16.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. This year the school was involved in the Year 2 teacher assessment trials and submitted this data. The results of these assessments were treated in the same way

¹ Goals refer to personal, social and emotional, communication, language and literacy, mathematical and physical development areas of learning.

as the test results of those schools not in the trial. The average points scored by Year 2 are shown in the table below. It is of note that when the school was asked to undertake the actual 2004 national tests the results were the same as the teacher assessments. In comparison with all other schools the results showed that standards in reading, writing and mathematics for Year 2 were above those expected for the children's age. Standards had been maintained in reading and writing but improved for mathematics on the previous year. Almost all reached the level expected for their age, including those from minority ethnic groups. When a comparison is made with similar schools the results reflect well.

- In 2004 the standards by Year 6 in national tests were well above the national average for English and science showing a considerable improvement for science on the previous year. Standards in mathematics were above the national average showing that pupils' performance has been maintained since the previous year. A comparison with similar schools based on prior attainment shows the same results. The average points scored by Year 6 in 2004 are shown in the table below.

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

Standards in:	School results	National results
English	29.1 (28.0)	26.9 (26.8)
mathematics	27.9 (27.9)	27.0 (26.8)
science	30.0 (28.2)	28.6 (28.6)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

- Last year the test results for Year 6 appear to indicate that boys were outperforming girls. The school has analysed their national tests and spent considerable time seeking reasons for why boys appear to outperform girls in the core subjects. There is no evidence of this in any other subject. Despite their best efforts no reason can be found. There were a larger number of boys in that year group, and the school considers this may be the attributable reason. The school has highlighted this gender issue for investigation and monitoring by the new headteacher next term. However, those pupils have now moved on and the current inspection findings are that in lessons and written work boys perform as well as girls.
- Inspection findings are from the standards seen in lessons and the pupils' written work and by talking to pupils show they achieve well. In English, mathematics and science the standards are higher than those expected for their age by Year 2 and in Year 6. There is no difference in the achievement of boys and girls. In English, the standards in speaking and listening are now a real strength throughout the school. These well-developed skills mean that pupils are good at tasks such as concentrating on instructions, involving themselves in discussions, explaining ideas, which they do clearly and fluently, and enjoying exploring the use of language. In mathematics in Year 2, the steady decline of the previous years has been halted. Almost all reached standards in line with their age and a third of pupils did better. The current Year 6 pupils are doing well in mathematics and the targets set have been raised after thorough assessments of their progress. The school is particularly pleased about the good Year 6 results in national tests in science because they had a dip in results last year, but now more pupils are reaching a very high level. A weakness affecting

standards is the limited opportunity, particularly for older pupils, to use the full range of investigative skills.

6. From the work sampled and discussions with pupils, standards in all other subjects are at least in line with those expected for the pupils' age. However, there is a weakness related to teachers' subject knowledge in the subjects of religious education, ICT and science; this insecurity restricts the achievement that pupils might make. The standards in religious education are as expected by Year 2 and Year 6 and in line with the requirements of the Derbyshire Agreed Syllabus. Higher attainers in the junior classes reach higher standards because their understanding is better. However, although pupils' achievement is mainly satisfactory it is better in those lessons where teachers inspire and challenge pupils.
7. Pupils with special educational needs make good progress in their learning, whether this is in lessons or when working towards their individual targets. This good achievement reflects the high quality support they are given throughout their time in school and ways in which their learning is tracked so effectively and their specific needs met. The identification of and intervention for pupils who are at the early stages of learning English are effective. Additional specialist support from local education authority services has ensured that they make good progress. These pupils reach satisfactory standards when compared to others of the same age.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Overall, there is very good provision for children's personal development including spiritual, moral, social and cultural development. Pupils' attendance is good.

Main strengths and weaknesses

- Children have very good attitudes and behaviour, which makes them keen to work hard and take part in the wide range of learning opportunities.
- The pupils' very good personal development is an important factor in their good achievement.
- Outstanding provision for pupils' cultural development gives pupils the skills to participate in Britain's multi-ethnic society, and in the wider world.
- Attendance is good because the school and parents work well together.

Commentary

8. Pupils enjoy coming to school and tackle the work set for them with keen interest. A calm and purposeful atmosphere is evident in most lessons. Attitudes and behaviour are very good. Pupils feel secure and are becoming more self-assured and confident. They demonstrate helpfulness and consideration and consistently behave well whether in lessons or at lunchtimes and playtime. Most are enthusiastic, eager to work hard and be involved in the range of activities offered. Pupils with special educational needs respond very positively to their work and this makes an especially important contribution to their good achievements. They really grow in confidence as they work very closely with extremely supportive adults either as individuals or in small groups. Members of staff are consistent in their high expectations of high-quality behaviour at all times and speak to pupils with respect and consideration. This results in sustained work, no disruption to classes and good achievement.

Relationships between staff and pupils are very good. Teachers take time to listen to what children say and as a result they feel safe, develop confidence and self-worth and feel encouraged to work to the best of their ability.

9. Personal development is very good and pupils understand what makes them what they are and they are proud of their backgrounds and beliefs. They understand the importance of festivals and traditions and are constantly extending their knowledge of the outward signs of religion, culture and faith. Children respect the views of others and know why this is important. Discussions with pupils make clear that they value justice and fair play. They treat others with respect and compassion and most understand that there are consequences to the way they behave. Pupils eagerly respond to the many opportunities the school offers for them to take responsibility, for example, by becoming representatives on the school council or Eco committee. They are given constant guidance to help them distinguish right from wrong and are encouraged to value each other's efforts. They enthusiastically take up the opportunities the school offers to celebrate their successes and this contributes greatly to raising their self-esteem and respect for themselves and each other. There is good provision for spiritual development through assemblies and lessons in religious education, and these provide children with good opportunities to reflect on both the beliefs and practices of their own religion and those of other world faiths.
10. Provision for personal, social and emotional development is good in the nursery and reception classes. The very good relationships make children feel secure and happy. Most children are already familiar with routines and understand what behaviour is acceptable. From nursery onwards children are taught to listen to one another, show respect for each other and understand the difference between right and wrong.
11. The provision for the children's cultural development is excellent; an improvement since the last inspection. Children are taught to appreciate their own cultural and religious traditions through a variety of activities with their local community focused on Chesterfield and the wider Derbyshire. The acting headteacher's enthusiasm for extending links to other countries has given pupils an international perspective. They have good links with five countries and pupils talk with interest about visiting teachers from these countries who have worked with them and given them first hand knowledge of other cultures. Every opportunity is used, including twinning with schools in other countries, to help pupils develop the knowledge, understanding and skills they need in order to participate in Britain's multi-ethnic society, and in the wider context of the interdependent world. Pupils have developed a sense of personal cultural identity that is confident, open to change and respectful towards other identities.

Attendance

Attendance in the latest complete reporting year (95.2%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.4
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.

12. Attendance is above the national average and therefore good. Unauthorised absence is the same as the national average. The school works well with parents and carers to encourage the regular attendance of children. Punctuality is good overall. Most children arrive in time for the beginning of the school day and are ready to begin lessons promptly. Staff are trying to improve the punctuality of those few pupils who frequently arrive a few minutes late.

Exclusions

Few pupils have been excluded in the last school year and behaviour problems are rare.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	257	2	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	2	0	0
Chinese	3	0	0
Any other ethnic group	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good reflecting strengths in the quality of teaching which has a positive impact on pupils’ learning and achievement. The range of learning opportunities is relevant to the needs of the pupils and the high level of care, guidance and support ensures they make good progress. There is an effective partnership with parents and other schools. The partnership with the community is outstanding and contributes particularly effectively to pupils’ personal development.

Teaching and learning

The quality of teaching and learning is good. The quality of assessment of pupils’ work is good overall, which ensures that their understanding of how well children are progressing is used effectively in lesson planning.

MAIN STRENGTHS AND WEAKNESSES

- The good leadership from the acting headteacher provides purposeful direction for staff.

- The very good relationships motivate children to make good efforts, work hard and behave very well.
- The teaching of pupils with special educational needs ensures all are included in curricular opportunities and assistants are well deployed to support and improve their work.
- A good system of assessment ensures an appropriate response to the needs of individuals, particularly in the Foundation Stage, English, mathematics and science.
- The lack of resources in religious education is a barrier to high quality teaching and too few facilities outdoors limits the range of activities that the Foundation Stage teachers can provide.
- Teachers lack a consistent approach to marking but have no policy to guide them.
- Insecurity in teaching some subjects results in lower achievement for some pupils.

Commentary

13. The quality of teaching has been maintained since the last inspection with good teaching and no unsatisfactory lessons. It is now one of the main school strengths, which is particularly good given the changes of staff due to illness and problems with leadership since that time. The acting headteacher is providing purposeful direction for staff and they all have the same aspirations for the children based on improving standards. The findings of this inspection show that there are strengths in most lessons and consequently the good teaching is producing good learning. The inspection findings confirm the school's own self-evaluation of the quality of teaching and learning. The good teaching has a positive effect on pupils' achievement.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (13%)	21 (55%)	12 (32%)	0 (0%)	0 (0%)	0 (0%)

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

14. The acting headteacher's direction has resulted in good teamwork, which is ensuring that there is a consistent approach to the way that lessons are taught and the way that children are treated. Teachers are very concerned about all children being treated fairly and, in their responses to inspection questionnaires, 90 per cent of parents thought that this was the case. Children too, in discussions with inspectors agreed with this view.
15. Teachers have established very good relationships with pupils. This has provided a firm foundation for children's learning and gives them the motivation to try hard. Children pay attention, are eager to answer questions and make good efforts that result in high standards. Because teachers manage pupils very well, their behaviour is consistently good so there is no disruption and work is sustained.
16. The teaching of children with special educational needs is good. The strong well-organised support is key to their good achievement. In most lessons, teachers plan work that is well suited to the pupils' learning so they take a full part in lessons and achieve well. When working individually or in small groups, the high expectations of very skilled teaching assistants and the strong relationships they have with the pupils provide secure learning in which each child can succeed. Staff involve pupils for

whom English is an additional language fully in lessons and, in particular, support their development of speaking and listening skills. They are indeed fully integrated and have a good understanding of English and are confident. However, teachers are aware that from time to time these pupils need support with English language skills and plan appropriate work for them.

17. An effective system of assessment that ensures an appropriate response to pupils' needs is thorough but used more effectively for the Foundation Stage, English, mathematics and science than for other subjects. The leadership has provided appropriate support and guidance. Now it is being used effectively to keep tabs on children's progress and identify what they need to learn next. Teachers assess work carefully and the setting of individual targets is improving pupils' achievement. Pupils are encouraged to say how well they think they have worked but the absence of marking comments leaves them unsure about how to improve their work. Most teachers do mark work regularly but the absence of a marking policy results in inconsistent approaches. As they get older the pupils' understanding of how well they have done improves. Pupils told inspectors that they were taught new things in lessons and most knew how to get help if they were stuck.
18. The teaching of the Foundation Stage is good. The teachers know the importance of methods, such as purposeful play and how resources help children learn effectively. The range of resources has been improved in the nursery, but the lack of some facilities outdoors limits the range of activities that the Foundation Stage teachers are able to provide. The nursery has a separate area for outdoor play from the reception classes but the reception courtyard has no provision other than what teachers carry outside. Both spaces particularly lack large equipment for climbing and balancing to extend children's physical skills.
19. Some lessons were very good because teachers have a good knowledge of the subjects or areas of learning they teach and are good at explaining new ideas in ways that make sense to the pupils and answer questions accurately. In these lessons, teachers made particularly effective use of artefacts and other resources such as in the Year 2 religious education lessons about the use of a shrine by Hindu believers. A sense of awe was engendered as the pupils gazed at the range of objects, which were so well explained, maintaining interest. Some teaching was judged satisfactory rather than good in a few lessons. Occasionally, lesson planning was adequate rather than good, teachers occasionally lacked confidence in teaching some subjects and tasks lacked challenge. The leadership has plans for improving achievement by improving teachers' subject knowledge in ICT, religious education and science and extending the use of ICT in other subjects.

THE CURRICULUM

The provision for the curriculum is good. Opportunities for enrichment of the curriculum are very good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Central to the school's values is the inclusion of each child in all aspects of the curriculum so that all benefit fully and do well.
- Very good provision for pupils with special educational needs enables them to make good progress in their learning.
- Pupils' personal development is extremely well promoted through the extensive experiences that enhance the curriculum.
- Overall teaching resources are only just adequate, hampering the quality of learning for some groups of pupils and in subjects such as religious education.

Commentary

20. The inclusion of all pupils in a broad and interesting curriculum underpins the ethos to which the acting headteacher and her staff are fully committed. The school celebrates the diversity of abilities, talents and cultures of its pupils, recognising and welcoming the contributions they make to the life of the school. Constantly identifying areas for improvement and remedying them, particularly within the subjects of English, mathematics and science has been a key factor in strengthening the curriculum and improving standards. The curriculum takes full account of national strategies. Within the topics planned in Years 1 and 2 the links between the subjects are strong so that these younger children can use their developing skills in a very meaningful way. At the Foundation Stage, there is a good quality and very appropriate curriculum based on the areas of learning and children experience purposeful play as well as preparing well for the National Curriculum. The good improvements to planning for this stage has led to better continuity and progression from the nursery to the reception class.
21. Planning for and opportunities for pupils' personal, social, health education and citizenship are very good, not only within lessons but also through the remarkable variety of environmental, community and international opportunities with which the school is actively involved. Widening understanding of what it means to be a healthy, environmentally aware citizen on a local scale or understanding issues of the wider world through their links with the towns twinned to their own, is vital to their very good personal development. Widely acknowledged within the town and beyond, pupils confidently represent their school in drama, music and literacy festivals and all proudly contribute to civic events such as those celebrating Chesterfield's 800th anniversary of the market charter.
22. In science and through the Health Promoting Schools Initiative pupils know all about a healthy diet and lifestyle. Effective use is made of such visitors as actors, artists, poets, craftspeople and musicians share their talents as they work alongside pupils. Regular visits to places of interest broaden pupils' understanding. The immediate locality and school environment are used effectively to strengthen learning. Sports coaches who assist teachers in developing games skills supplement a satisfactory

range of sporting activities. Opportunities for pupils to take part in sport are fewer than those for the arts or community events.

23. The school provides for those pupils with special educational needs very well, working effectively with outside agencies to ensure their specific needs are met. Individual education plans clarify needs and targets are very clear, precise and regularly reviewed. Pupils benefit considerably from the high quality support of skilled and knowledgeable educational care officers and achieve well. The 'positive play room', with its imaginative and calming light sensitive area, brings another positive dimension to managing the specific behavioural needs of some pupils or in building confidence in sharing their ideas with others. Those pupils with particular gifts or talents are identified and suitably challenged in lessons.
24. Overall material resources for learning are satisfactory but sometimes are scarcely sufficient to meet the needs of the curriculum, making teaching harder because activities cannot be provided despite teachers making many essential items themselves such as those needed to teach reading or mathematics games. In religious education, mathematics and history resources are inadequate. Although some aspects, such as the provision of non-fiction books for the library, have improved, financial restraints have, in recent years, prevented the updating and improvement of resources in all subjects. With new computers recently replacing those stolen during the last year, previous software is now obsolete and much time has been lost in the development of pupils' ICT skills and their use in other subjects. Although resources in the nursery are adequate, those provided for children in the reception year are not of the same quality, for example, in the provision of physical development outdoors. The accommodation has improved with the addition of new innovative classrooms since the last inspection, but where there are larger classes the lack of space continues to inhibit the range of learning activities in some lessons, for example, in a class with 44 pupils.

Care, guidance and support

The school has **very good** provision for promoting the care, welfare, health and safety of pupils. Support, advice and guidance for children are **very good**. The school is **very good** at seeking and valuing the views of children and involving them in the development of the school.

Main strengths and weaknesses

- Procedures for ensuring that pupils work in a healthy, safe environment result in happy, secure children who readily take part in activities.
- Support and guidance for pupils with special educational needs are particularly good.
- The very good opportunities for pupils to contribute to the way the school is run results in their very good attitudes to the school and trusting and secure relationships with staff.
- Very good relationships between pupils and adults contribute effectively to pupils' good achievement.
- Most pupils make good efforts and achieve success because staff know them very well and provide them with very good support, advice and guidance.

COMMENTARY

25. The school is well organised and has a very positive, caring ethos that provides a safe environment for all. Health and safety arrangements are very good so pupils feel secure and settle to tasks that improve their learning. Staff are vigilant about pupils being safe and carefully supervised and the leadership has taken steps to try and make the outdoor area safer. The acting headteacher personally manages the school procedures for child protection very effectively and ensures that staff are very aware of what action to take should the need arise. There are few accidents in the school and risk assessments are conducted appropriately when children undertake visits out of school.
26. Pupils with learning difficulties are very well cared for by those who work with them. The support they receive is very good and is extremely carefully considered. When a statement of special educational need is awarded, the statutory requirements are met and the provision is fully implemented but only after there has been careful thought as to how this may be most effectively provided to meet each child's needs. A very close working relationship with outside professional agencies strongly supports pupils with specific needs such as behavioural difficulties. The school has a reputation for helping pupils who have failed to cope in other educational settings and is particularly effective at offering excluded pupils a chance to succeed. The light sensory positive play area has added a very valuable but new dimension to the care and support.
27. Procedures for seeking pupils' views, such as through the school council, are very effective. They are confident in expressing their views thoughtfully and sensibly because they know that staff give them serious consideration and act on them where possible. The very good relationships are based on trust and mutual respect. Teachers know their pupils well and their understanding of the pupils' personal skills enable them to respond well to the opportunities offered to take responsibility. Staff expect pupils will behave in a mature and sensible manner; observations during the inspection confirm these expectations are met very well.
28. Parents strongly agree that their children enjoy coming to school. The good induction arrangements help children settle quickly in the nursery, and transition arrangements for moving to secondary school remove any possible fears that might be experienced. Overall, the very good quality care and support offered by the school help children to feel secure in school. This enables them to settle down and concentrate well during lessons and to try to achieve high standards.

Partnership with parents, other schools and the community

The schools partnership with parents and other schools is good. The schools links with the community are outstanding.

Main strengths and weaknesses

- Parents appreciate the friendly ethos of the school and receive good information about pupils' standards and progress.
- The acting headteacher promotes good relationships with parents and involves them in the work of the school through seeking, valuing and acting on their views.

- The sensitive involvement of parents who have children with special educational needs enables parents to have a better understanding of the support and guidance they need.
- The excellent links with the local and wider community contribute to pupils' achievement.

COMMENTARY

29. The school reaches out to parents effectively. They like the friendly welcome from the school and are pleased with the children's behaviour, the information they receive from the school and the way in which their children are encouraged to be active within the school and community. A few parents thought the information limited but the inspection team could not substantiate these views. The school operates an open door policy and is eager to gain parents' views and to involve them in school. Parents are kept well informed about school activities through newsletters and are kept up to date about their children's development through parents' meetings and annual reports. The annual reports meet legal requirements and enable parents to gain a clear view of their children's progress as they include pupils' strengths and weaknesses, which parents are encouraged to discuss with class teachers. Parents are contacted immediately if there are any concerns about their children during the school day. A number of parents help in school by supporting class activities. This voluntary work gives them a better understanding of how children are taught and they are better placed to help their children at home. Many parents are enthusiastic in attending events that involve their children such as class assemblies. In this way parents and carers effectively support pupils' personal development and help to broaden the scope of their educational experiences.
30. The school works very sensitively with parents and carers of children with special educational needs so they are able to be involved from the earliest concerns and know about the work being undertaken with their children. Each term parents discuss their child's progress towards the individual targets but as yet do not share in the setting of new targets. All parents with children who are awarded statements of special educational needs are actively involved in the yearly reviews of their progress and their opinions and thoughts are shared in the discussions.
31. The school has excellent links with the local and wider community and these are a real strength of the school because pupils benefit from the learning opportunities that they provide. The many partnerships lead to pupils taking part in several outside events as well as visitors from both the local community and abroad contributing to the curriculum. For example, teachers from Namibia have visited the school to work with pupils, and assemblies are held in local churches. There are strong links with Chesterfield Borough Council, and these too have resulted in many initiatives from which children benefit because they understand what makes them what they are and are proud of their backgrounds and beliefs. Links with other schools extend the range of learning opportunities such as Year 2 music party, Eco Road Show and primary music festival. A local Beacon school has provided support in improving provision for gifted and talented pupils. There is no parents association at present but parents and the local community continue to support the school events. Funds raised are used sensibly to extend the range of learning opportunities and provide equipment for the school.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The leadership of the school is good, reflecting the driving force of the acting headteacher, which enables pupils to achieve as well as they can. Management is good, reflecting the effectiveness of the senior management team and the support of key staff. The school is governed satisfactorily.

MAIN STRENGTHS AND WEAKNESSES

- The clear vision and purposeful leadership of the acting headteacher, well supported by staff, provides firm direction for the work of the school.
- The leadership of special educational needs is very good so pupils have effective support and achieve success.
- The effective teamwork and commitment to inclusion have created very good relationships between staff and pupils. Consequently, pupils behave well, work hard and do their best.
- There is good management of the curriculum despite the difficulties encountered.
- Governors support the school well but lack sufficient rigour when monitoring and evaluating the school's proposed developments.
- The management of resources and staff development have limited improvements to some subjects.

COMMENTARY

32. This is an effective school. The enthusiastic leadership of the acting headteacher has succeeded in overcoming the barriers to achievement and has proved inspirational in overcoming adversity. She has a clear vision and strong sense of purpose combined with a determination for pupils to achieve as well as they can and attain high standards. She encourages the involvement of all staff and receives their support. Consequently, all have the same aspirations for the pupils and teamwork is good. Since the previous inspection there have been changes of staff and governors and the leadership has created a supportive team that puts the pupils first. Both staff and governors are committed to providing a full and rounded education for the pupils. The strong sense of purpose is based on a determination to understand each pupils' needs and provide them with opportunities and facilities that help them achieve as well as they can. The school has created a very positive atmosphere that underpins the very good relationships between staff and pupils. This is a school where every individual matters and is expected to do their best.
33. Leadership of the school's work for children with special educational needs is very good. Although new to her role, the special educational needs co-ordinator manages the school's provision very efficiently, and works meticulously to ensure there is high quality support for all children with specific needs. She has limited time away from class teaching to fulfil her many responsibilities but uses it exceedingly well to track the progress of each child regularly and is fully in tune with how well each is doing. A very good knowledge of the national Code of Practice and efficient support by the very strong team of educational care officers, together with the governor with responsibility for special educational needs and members of the professional agencies are the main reasons she works so effectively.
34. Since the last inspection the school has suffered a number of setbacks but this has not stopped the current staff from developing the curriculum and there have been

some good improvements to planning, teaching and learning especially in the Foundation Stage, English, mathematics and science. Gathering information about pupils' performance and identifying what and how to improve teaching and learning in key subjects has brought this about.

35. The management of the school had suffered but the acting headteacher has brought back a more rigorous approach and now it is good. It is organised efficiently and reflects on good management practice elsewhere. The governors and acting headteacher have managed the staffing of the school effectively at a time when there have been many difficulties with staff illness and absence. Essential functions are covered efficiently and staff work with a common purpose and clear understanding of the procedures that ensure that the school runs smoothly on a daily basis.
36. An understanding of how well the school is doing has enabled managers to contribute effectively to the school review. The acting headteacher leads the monitoring of standards and overall school performance, keeping the governing body updated. Consequently, they understand how well the school is doing within the national picture. Performance management has been implemented well and individual targets are linked to the school's targets set out in the development plan. Staff are clear about their roles, responsibilities and personal objectives and know there is guidance, support and relevant training available. Staff training has been effective in improving knowledge in the key subjects of English and mathematics but more needs to be done because a few insecurities in teaching science, religious education, and ICT sometimes result in a lack of confidence.
37. The budget and finances are now well understood with regular reporting to governors to keep them properly informed. The budget deficit from previous management has been rectified although the savings required owing to the £25,000 overspend have had an adverse impact upon the provision of resources. Governors and staff now have a good understanding of the principles of 'best value' and are working hard to equate standards, achievement and the quality of education, to the budget they all manage. The balance carried forward is low and governors are using the funds efficiently while maintaining a small contingency fund at an acceptable level. At present the school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	618,109	Balance from previous year	-25,691
Total expenditure	586,809	Balance carried forward to the next year	5,609
Expenditure per pupil	2,103		

38. Overall, the governance of the school is satisfactory. The chair of governors plays an important part in helping to shape the school's direction. The governing body is now well organised although it has suffered some changes since the last inspection and been faced with overcoming barriers to achievement. It's committee structure, promotion of inclusion for all and the system for the formulation of policies and financial control work well. Governors are particularly supportive of the school, fulfil their statutory duties and have clear aims. The governors are involved in reviewing

the performance of the school and are evaluating test results. They have a better understanding of the strengths and weaknesses of the school but they lack a robust position to effect improvement. In particular, the systems to monitor and evaluate the school's development priorities are not sufficiently rigorous.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the Foundation Stage is good overall, reflecting the improvements since the last inspection and good teaching. Children are prepared well for transfer to the reception class and then Year 1.
40. Children enter the nursery part time aged three and work mornings only until transferring to the reception class at the beginning of the year when they become five. There is a wide range of attainment when children start school in the nursery. Parents help them to settle well, particularly at the start of each day as they become involved in their play. By the time they enter the reception class the children's attainment in literacy and numeracy skills is as expected for their age. The class is small at present with less than 20 children but this will change in January when younger ones join the group. Children make good progress towards the goals expected in all areas of learning by the end of the reception year. This year a significant proportion of the current class will have started the National Curriculum before the end of the year.
41. Teaching and learning are good overall and enable the children to achieve well and reach standards in personal, social and emotional development, communication, language and literacy, mathematical and physical development areas of learning that are expected for their age. Because the adults keep tabs on children's learning throughout this stage, they know what children need to learn next and plan purposeful play and practical activities that keep children interested and meet individual needs so all achieve success. In the nursery there is a particularly good balance between teacher directed tasks and those the children can choose so they have appropriate opportunities to become independent learners. This is more difficult in the reception class because it is smaller and lacks resources but the teacher compensates by using the nursery class facilities in the afternoon. The leadership and management of this stage are good and of particular note is the improvement to the organisation of curriculum planning, which ensures continuity and progression, given that the nursery and reception classes are some distance apart. Children are well prepared for the next stage of their education.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because the teaching is good.
- The very good relationships make children feel secure and happy. They are motivated to work hard and do their best.
- Staff set high expectations to which children respond very well.

Commentary

42. Most children are already familiar with routines and understand what is acceptable behaviour. They settle quickly to tasks, most behave sensibly and have good attitudes to their work because they enjoy the range of practical activities provided. Because the teachers encourage co-operation and perseverance, most children have a calm approach to their work. All adults give lots of encouragement because they want children to feel confident to try new things; in this they are successful. The adults are trusted and the children are eager to please them. Many tasks are planned to promote co-operation, which encourages them to help one another, work in pairs and play together. Children are being taught the importance of tolerating differences, and teachers raise their awareness of ethnic diversity by making effective use of resources. In the nursery and reception class children are taught to take responsibility, tidy up after themselves, take care of plants and change their clothes for physical activities. They do this well.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The well-planned programme of work extends children's language.
- The effective teaching of basic skills helps children with reading, writing and spelling.
- Teaching assistants support children's learning effectively.

Commentary

43. Children achieve well because the teaching is good and there is an emphasis on learning basic skills. Because the teachers emphasis mutual respect children listen to one another and are encouraged to express themselves. Teachers listen to what they say, giving feedback in a positive manner. In the reception class the teacher is very skilled and has a good understanding of what children need to learn and how to teach it. This results in children who look forward to every lesson and find the work interesting. All children take part in whole class reading and practise their reading skills with the teaching assistant. Because each class learns letter sounds every day, the children gain confidence in matching the right sound to the letter and are keen to tackle words they haven't read before. Effective use is made of computer skills to reinforce this knowledge. Children learn the skill of forming letters to write soon after they start school. The very good relationships build up trust and soon the majority have made their first stab at writing with the formation of letters improving day by day. Adults assisting the teachers are very well directed and use their expertise effectively to reinforce and support children's learning. They are skilled at helping children develop ideas, persevere with tasks and extend talk and thinking.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children experience a wide range of practical activities to support their learning.

- Teachers are good at planning work that builds on what children have learned.
- Effective use is made of ICT skills to reinforce learning.

Commentary

44. Teaching is good and children achieve well. Lessons are well organised because teachers plan activities that children find enjoyable and explain carefully what they have to do. Nursery children are supported well in using everyday situations such as shopping to extend their number skills. In their eagerness to take part, the reception children are picking up the skills they need to start the National Curriculum together with those for numeracy sessions so they have a taste of the learning they will experience in Year 1. Short, brisk oral sessions get children ready for the main activities. As they recognise quantity in sets of objects, a few cannot wait to be asked and shout out a response but the teacher manages this situation well so that everyone can make a contribution. Because teachers use many opportunities to reinforce counting skills in everyday situations, children's mathematical understanding is extended. Both nursery and reception children work enthusiastically and because teachers use questioning effectively they are prompted to look carefully at what is being asked and think hard. Of particular note is the use made of computer programs to reinforce learning. Children love the games and by the reception stage they are very familiar with using the mouse to move the game on and readily explain what they are doing.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

45. Few activities were seen in this area of learning to make a judgement about provision, or teaching and learning. However, a range of interesting activities are planned to extend learning. Children explore and experiment with materials and equipment. The nursery teacher provides captions at activities, such as *'using one handed tools'* to make parents aware what skills are being emphasised and they help their children too. In exploring, a child was taught how to focus the camera before taking a picture and others were shown how to manipulate a mouse to make things happen on the computer screen. Children are encouraged to work independently and the effective adult intervention moves them on. The reception class has limited resources for this stage of learning, for example, no water play, and shares the resources available in the nursery by using that room in the afternoon.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- Teaching is good and activities are well planned for children to extend their physical skills.
- Although the outdoor area has been improved for the nursery it still lacks appropriate physical challenges and the reception outdoor area has no resources.

Commentary

46. Children are achieving well because the teaching is good and makes the best use of resources in extending the skills needed for physical development. However, although provision is less successful in reception than in the nursery both areas lack some equipment outdoors. The hall is used well by both classes in raising an awareness of space and developing control and co-ordination in movement. Children are encouraged to help staff put out equipment and tidy everything away. They do this well and with regard to safety but the equipment is not appropriate for this age and children would be better served by equipment for climbing and balancing outdoors. Children enjoy challenging sessions and need more than the good quality wheeled toys they use outdoors. The reception children have a separate area, which has no equipment so again they use nursery space but this is not suited to extending physical development by helping children to refine their existing skills. The school recognises that the outdoor area requires further development because the lack of some provision limits the progress children make, especially in reception. Indoors the situation is better. Manipulative skills are improving and children extend their control of pencils, scissors and paintbrushes and learn to manipulate materials and objects.

CREATIVE DEVELOPMENT

47. Too few activities were seen in this area of learning to make a judgement about provision, standards or teaching and learning. Opportunities for role-play in imaginative areas are restricted because resources and space are limited. When teachers are involved in these activities more talking and listening takes place and language skills are extended. Teachers plan activities for children to explore colour, shape and texture and their efforts are displayed. All children love singing, memorise songs and actions and are learning to use percussion.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **very good**.

Main strengths and weaknesses

- Pupils make good progress and reach standards in national tests that are much higher than expected for the pupils' age by Year 6.
- Teaching is good and as a result pupils achieve very well and reach high standards.
- Pupils' very good speaking and listening skills are a strength in the school and help them to learn in other subjects.
- The very good teaching of pupils with special educational needs enables them to achieve success and raises their self-esteem.
- Assessment and analysis of performance are used effectively to improve standards but there is inconsistency in marking.
- The leadership of the subject is good and helps to produce high standards.

Commentary

48. The Year 2 pupils were part of the trial using teacher assessments this year and standards attained are higher than expected for the pupils' age. In the 2004 national tests standards are well above the national average by Year 6. Given that the attainment of pupils on entry to the school is broadly average overall, the pupils make very good progress by the time they leave the school to begin their secondary education. The findings of the inspection are that the pupils achieve high standards in both Year 2 and Year 6 and that they are well on track to attain the very high standards that the school expects. Improvement since the last inspection is good.
49. Overall, the quality of teaching is good. Teachers plan interesting activities and provide appropriate learning opportunities for different pupils based on a good understanding of their needs. This means that all groups achieve success and pupils, whatever their capabilities, learn and achieve well in lessons. Teachers have high expectations of what pupils are capable of and they challenge them to think carefully and explain their work. This makes the pupils work hard and they have very good attitudes to the subject and behave well. Lessons frequently make effective use of past learning and as pupils draw on this knowledge their learning moves on quickly. Furthermore, the very good teaching of pupils who need extra support is also effective because the work they do is appropriately matched to their stage of learning. The best teaching is inspirational and creates a captivating atmosphere, drawing pupils into a sophisticated discussion. In one lesson, the teachers' own enjoyment of literature engaged and challenged pupils to think hard when responding with answers. The pupils were expected to justify their thoughts by referring to the text they were studying. The result of this was that pupils wanted to try out new ideas with language and they left the lesson buzzing with new thoughts.
50. Standards in speaking and listening are well above those expected for the pupils' age. Teachers have established very good relationships with their pupils who, because of this, listen carefully to their teachers, to one another and to other adults in the

classroom. These well-developed listening skills help them to concentrate on instructions and to have high quality discussions during lessons. Because pupils' speaking skills are very well developed they are frequently used to explain ideas clearly and fluently. Pupils have a wide knowledge and understanding of vocabulary and are confident and articulate. The teaching of reading and writing is good and most pupils achieve well, with many reaching high standards. Some, and in particular, the higher attainers, reach much higher standards than expected for their age. Pupils enjoy their reading and throughout the school they are enthusiastic. During a visit to the school library pupils smiled and chatted with the sheer enthusiasm of the pleasure they get from books. Pupils read fluently and most have a very good degree of expression. This happens because when they were younger pupils they were taught effectively how to read. By the time they are in Year 2 they can tell which type of book they prefer and by Years 5 and 6 often follow their favourite authors. When reading aloud there is understanding of how the use of expression brings a piece of writing alive.

51. Pupils with special educational needs achieve success because there is very good teaching. Teachers keep tabs on their progress by tracking their learning effectively, and regular assessments enable staff to ensure that the pupils' specific needs are met. This raises pupils' self-esteem. Teachers are extremely well supported by very skilled teaching assistants whose high expectations and encouragement help pupils succeed.
52. Teachers' analysis of pupils' performance is used effectively to raise standards in writing. Some focused work was undertaken following an analysis of pupils' results in national tests, which improved the teaching of writing. A notable example in Year 6 used extensive description that included complex sentences organised into paragraphs and written in a style that seized the reader's attention. Throughout the school the presentation of written work is increasingly neat because a recently introduced handwriting policy is helping pupils to write fluently and consistently.
53. The leadership and management of the subject are good, resulting in the high standards. Planning and teaching are monitored regularly and leaders have created a culture that engages pupils and makes them think. The marking of work is too inconsistent to help pupils understand what they have done well and what they need to do next to improve. There are very good links to resources available outside school and the library is a well organised and useful resource.

Language and literacy across the curriculum

54. The implementation of the National Literacy Strategy is effective because the pupils' good standards in language and literacy enable them to understand the other subjects of the curriculum. Because they read with good understanding, they can identify relevant information and follow written instructions. They use their writing skills for such tasks as making notes, or writing factual accounts and there are impressive displays of writing for many purposes. Most useful are the pupils' skills when speaking and listening because their ability to listen carefully to others and to talk knowledgeably mean that they learn very well, regardless of the subject.

MATHEMATICS

Provision for mathematics is **good**.

Main strengths and weaknesses

- High standards reflect the good teaching.
- Pupils are interested in their work, enjoy lessons and achieve well.
- Consistent assessments and tracking of pupils' progress contribute to their success.
- Very good inclusion results in good progress by all pupils.
- Learning resources are insufficient and the use of ICT skills is underdeveloped.
- Good leadership of the subject is helping to improve pupils' performance.

Commentary

55. The Year 2 pupils were part of the trial using teacher assessments this year and standards attained are higher than expected for the pupils' age. Almost all reached standards in line with their age whilst a third of the pupils did better than this. An improvement on the results from the year before, this halted the steady decline of the previous years. In the 2004 national tests, Year 6 pupils did better than those of the same age in schools throughout the country. Although a quarter reached the higher level, this was similar to that achieved in all other schools. The results maintained the improvements of the previous year and met exactly the school targets set for the year group. When compared with schools in similar social contexts the results are the same.
56. Inspection findings show that all pupils, including those from minority ethnic groups, achieve well. In both their lessons and written work, higher attaining members of the current Year 2 group continue to learn well from their more challenging tasks. Pupils with special educational needs make good progress because of the high quality of the support they receive and the planned tasks that suitably expand their levels of understanding. The targets set for the current Year 6 have been raised after thorough assessments of their progress. Every pupil has a personal numeracy target so they each know what they must do to improve their learning. Improving the accuracy of the ways in which pupils' numeracy progress is tracked, and the identification of, and targeting weaker areas, is an on-going priority of the whole school in its quest to further raise standards.
57. Because teaching is good, pupils make good progress. Lessons are well structured; teachers use a variety of ways of working to encourage the best learning. Time is well spent in building mental agility and oral numeracy skills. In a very effective lesson, pupils in Year 2 found the difference between two numbers on their number lines and with growing confidence explained their answers, shared their working, listened carefully to others, finally they greatly appreciated the visual representation of their work on the computer. The teacher used key words such as, "show me" and constantly monitored how well each child progressed and stretched their understanding. Teachers have good subject knowledge, use probing questions to encourage pupils to think mathematically and apply their learning to new challenges. For example, the higher attainers in Year 6 consider how complex sequences of numbers are built, working out and testing their theories, while some successfully identify formulae to predict further terms – presenting a good level of challenge to these most able young mathematicians.

58. Teachers' high expectations promote very good relationships in lessons and as a result pupils have very positive attitudes to their work, show respect for the work of others and enjoy their lessons. All pupils are very well included in the talk within lessons. As a natural part of a lesson, teachers clarify the specific mathematical words used and this is effective as seen when one pupil, learning English as an additional language, readily understood and made good progress.
59. The two subject leaders provide good influential leadership and manage their subject well. Working well together they analyse test results, provide feedback and training for staff and identify areas to improve standards, such as problem solving. Although time is limited they observe lessons, provide feedback to teachers and audit the work of the subject thoroughly. Training and support for staff have improved provision. Resources, supplemented well by those produced by teachers, are adequate but need extending; too little use is made of ICT skills, for example, in representing data in a range of graphs and diagrams.

Mathematics across the curriculum

60. Knowledge and skills learnt in certain aspects of mathematics are used effectively in some subjects. For example, in science, pupils make accurate measurements when temperature loss is calculated, and measurements of time and length are used when required in such practical activities as recording and comparing the pulse rate before and after exercise. In design and technology, knowledge of three-dimensional shape is used well in Year 3, and in Year 2 pupils use knowledge of shape, size and length to make houses and design rooms. Insufficient use is made of graphs and charts to draw conclusions and record results in science.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Improved standards reflect the school's focus on science.
- Pupils are enthusiastic in their practical activities and have good attitudes to the subject.
- Although factual scientific knowledge is thoroughly taught, independent investigative skills are not well developed.
- Many opportunities widen pupils' experiences of science and promote their personal development very well.

Commentary

61. Pupils achieve well and reach high standards. By the end of Year 6 the 2004 national test results compare very well to other schools, with half the pupils reaching a level higher than the average for their age. This is a very significant improvement on the results of the previous year and from those seen at the last inspection. Improving standards became a school priority after results dipped below those found nationally, and action continues, which is successful. Teachers' assessments show that by the end of Year 2, almost all children reach typical standards for their age and a third do

better, an improvement since the last inspection when few reached the higher level. The performance of girls up to Year 2 has been tracked and shows improvement.

62. The inspection findings from lessons and samples of pupils' written work show that overall teaching is good and pupils, including those with specific needs and from minority ethnic groups, generally achieve well. Standards by Year 2 and in Year 6 are higher than expected for the pupils' age.
63. Pupils have very good attitudes to their learning, as activities are fun to do. A vital factor is teachers' very good understanding of the subject and skilled questioning of children *such as in a Year 2 class when such questions as "How can we find out for ourselves?" and "How could we put it to the test?"* encourage them to think scientifically. Because of the interesting ways they have explored how sounds are made, they are fascinated by the 'blindfold test' and begin to consider fair test conditions and are able to make simple generalisations linking hearing and loudness.
64. Pupils of all ages enjoy the hands-on practical activities – but from a scrutiny of pupils' written work it is clear that there are too few opportunities, particularly for older pupils, to develop and use the full range of investigative skills, with increasing independence. Accurate measurements are made, such as for temperature or pulse rate. Simple comparisons are recorded, but findings are not always compared or represented in a variety of ways, such as line graphs with older pupils, that help them gain the analytical skills they need to further their scientific understanding. Although pupils' work is regularly marked, this does not show them how well they are doing, or question their scientific understanding as they move through the school.
65. When teaching was satisfactory rather than good, scientific investigations were too directed and activities did not stretch pupils' scientific thinking, so progress was only satisfactory. For example, in a Year 6 lesson the activities planned were too easy because many pupils' understanding of their work on micro-organisms was better than what was demanded. This happened when the usual teacher had not planned or taught the lesson.
66. Teaching of scientific factual information is thorough, often extending into the areas of more difficult understanding such as thermal conductivity in Year 6. The use of pupils' ICT skills in science is limited, but good use is made of such resources as videos and CD-ROMS to extend learning beyond the classroom. Although resources overall are just sufficient for teaching the subject, the use of the local environment, visits to places of interest and visitors extend what can be used and enrich the science curriculum very well. Learning in science makes a very significant contribution to pupils' personal development, particularly through education for a healthy lifestyle.
67. Leadership by the two subject leaders is good, with joint responsibilities for monitoring the quality of learning through lesson observations and analysis of test data. The formal tracking of pupil's progress is good. The national scheme of work that is well established at Years 1 and 2 has now been extended into Years 3 to 6 to provide continuity between both stages of education.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- A lack of sufficient subject knowledge by some teachers can limit how well pupils achieve.
- Too little use is made of ICT to support other areas of the curriculum.
- Leadership is good and the subject leader understands what needs to be done to raise standards.

Commentary

68. Standards in information and communication technology are satisfactory. This is the same as at the last inspection and therefore improvement since then is satisfactory. The achievement of pupils is satisfactory overall, although some pupils' achievement is better and they show sophisticated skills when using computers and programs. Pupils in Years 1 and 2 become familiar with the main programs used in all classes across the school. This policy of using common programs helps pupils to build up skills progressively. Work shows confident use of word processing and drawing programs and pupils have begun to use information from geography work to produce simple charts and posters. Progress is maintained as children move through the school so that by Year 6 most children use computers competently to research websites, produce multimedia presentations and word process.
69. The quality of teaching is satisfactory overall with some good features. Although there is no ICT suite, pupils have access to computers in each classroom and receive whole-class teaching through the use of laptops in a spare classroom. Teachers have been given appropriate training. However, some still lack sufficient knowledge to teach confidently and this can limit how well pupils achieve. When pupils share access to computers they collaborate very well, not only waiting their turn but actively helping their classmates. Teaching assistants and volunteers are well deployed and provide effective support making positive contributions to pupils' achievement, for example, when pupils were working on a reading program in a literacy lesson. The classroom assistant had been fully briefed by the teacher and not only helped the pupils to learn but also completed assessments to share later with the teacher.
70. A significant factor in the development of the subject since the previous inspection has been the enthusiastic leadership and management of the subject. The subject leader is making necessary improvements and has reorganised the teaching of the subject. Another important factor in the subject's development has been the creation of a progressive scheme of work that ensures consistent coverage of skills. The considerable improvements to resources are partly due to the need to replace those stolen during a recent theft. The subject leader knows that improved standards and teaching will only come about when staff are more familiar with the new resources and extend their subject knowledge.

Information and communication technology across the curriculum

71. The school's use of ICT in other subjects is under developed. During the inspection some very good examples were seen of the use of ICT to support learning but too many opportunities were missed. Some good examples were observed in English

when Year 2 pupils enhanced their learning of letter sounds for reading and when Year 5 and 6 pupils researched the life and times of Shakespeare using the Internet to search for relevant information.

HUMANITIES

72. Geography and history were sampled. Religious education was inspected in full.
73. In **geography**, the work seen and informal discussions indicate that standards are typical for the pupils' age but in the one lesson seen they were better. The school is now implementing the nationally recommended scheme in Years 3 to 6 to improve continuity and progression across the school. In the lesson seen, teaching was good and the Year 3 and 4 pupils were learning how to use co-ordinates to find places on a map. Pupils made good gains in knowledge and understanding of this aspect of geography. The lesson was well planned and because it was a large class the teacher made effective use of areas beyond the classroom. All pupils worked with enthusiasm and achieved well. The teacher used her subject knowledge effectively, resulting in pupils making good use of literacy skills. Of particular note was the support for those pupils with special educational needs; this was very good because pupils were involved in a well-planned activity, which they found practical and absorbing, thus achieving success. The higher attainers were challenged particularly well and had to think hard about the task. In discussion with the subject leader there are indications that satisfactory progress has been made since the last inspection and although the curriculum for each age group is well planned the teaching resources are barely adequate. This is restricting teachers' abilities to raise standards, especially the higher attainers.
74. In **history**, the national scheme of work is being extended to Years 3 to 6 to ensure there is continuity in teaching and learning in all aspects of history throughout the school. The work seen and informal discussions provide evidence that pupils have good attitudes to their work and enjoy the range of work they do, particularly when their historical focus is Chesterfield. A walk through local streets helps pupils in Years 1 and 2 identify houses of different types and ages and inspires their work in the other subjects of numeracy and design and technology. Comparing homes and life in Victorian times and real toys from past times with their own playthings, they find out how things are different as well as learning about famous Victorian people. Everyone took part in celebrating the 800th anniversary of the town's market charter – including contributing to a stunning textile banner, writing poems, performing a play, retelling the Victorian story of the Little Match Girl set in their town and recording life in 1204. When climbing the crooked spire of Chesterfield's famous church, pupils in Year 6 investigated the windlass that hauled stones to the top. Although resources for teaching are in short supply, such visits to historical places of interest, ranging from Bolsover Castle to Nottingham's Brew House Museum, help to extend pupils' understanding of the past.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The very good relationships encourage openness in discussions and have a positive effect on the quality of the pupils' speaking and listening.
- Inconsistent approaches to the marking of work leave pupils unsure about how to improve it.
- The subject makes a good contribution to pupils' personal development.
- Some teachers have an insecure subject knowledge and confuse the subjects of religious education with personal and social education in their lessons.
- The subject leader provides a clear understanding of the way ahead in order to raise standards.

Commentary

75. Overall, pupils reach standards by Year 2 and Year 6 that are in line with the expectations of the Derbyshire Agreed Syllabus. In lessons and samples of pupils' written work, the higher attainers reach good standards because their understanding is better. Other pupils reach satisfactory standards for their age. The quality of speaking and listening in lessons is good because pupils extend their vocabulary and are prepared to listen to the views of others and respond to what they hear.
76. Teaching is good overall and children achieve well. Because teachers have established very good relationships with pupils and there is mutual respect and trust the whole-class discussion is good. Pupils listen carefully and feel confident to answer questions and make comments. They show considerable interest in the topics discussed and their responses show a good knowledge of celebrations and traditions of world faiths.
77. Written work is marked but opportunities are missed to remind pupils about using the literacy skills they have acquired. Although there is some good practice, overall there is an inconsistent approach to marking with no pointers for the next piece of work and this leaves pupils unsure about how to improve their written work. Sometimes errors, such as incorrect spellings and use of capitals are compounded as they are repeated in several pieces of work.
78. Some samples of work contained worksheets that were evidently part of personal and social education lessons, particularly in Years 3 and 4 and some infant classes. Although there are links between these subjects, pupils, when asked, were confused. The subject leader has advised on the teaching of both subjects but realises that any lack of confidence in teaching religious education has to be tackled and improved. Training for staff is planned for early next term.
79. Leadership of the subject is good. The subject leader, works hard and is aware of the strengths and weaknesses and what needs to be done to raise standards. She provides good advice, support and training, knows what teachers need and is trying to provide it quickly. She recognises that there is a lack of artefacts and resources for the subject, particularly for Christianity but this reflects the budget problems the school has experienced. The subject is a priority for the next school development plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Art and design, design and technology, music and physical education were sampled.
81. In **art and design**, samples of pupils' work show they have many opportunities to develop their skills and explore and communicate their ideas and feelings using a wide range of materials and techniques. The work seen and informal discussions provide evidence that pupils have good attitudes to their work and enjoy the range of work they do. Teachers plan many diverse starting points to inspire pupils' work, including the natural environment or visits to places of interest. Artwork was displayed in the town when pupils inspired by an illustrator, textile worker and songwriter, produced high quality creations about Chesterfield's history. The illustrator was particularly good at sharing skills with the pupils, resulting in very good achievement and standards were high. The works of other artists and designers from different cultures and times often motivate pupils' own work. When the school's work to promote racial equality in the classroom was recognised, the Year 2 artwork featured strongly in this cultural award. In the two lessons seen, teaching was good in one lesson and satisfactory in the other. In the Year 3 and 4 class, the pupils made good gains in understanding surreal painting such as that by Salvador Dali, using their imagination very effectively and building well on previous learning. In the Year 6 class, the task to create a design based on the story of the Annunciation was very challenging because pupils had limited knowledge of the skills used by masters in the past who created such works and lacked specialist resources such as drawing pencils to tackle the task.
82. In **design and technology**, the well-established use of the national guidance in Years 1 and 2 has recently been extended in Years 3 to 6 to build skills and understanding progressively throughout the school. From photographic evidence it is clear that a wide range of starting points motivate the design projects to provide challenge for pupils of all ages – fruit salads, moving vehicles, musical instruments to traditionally dressed Tudor puppets. Discussion with pupils about their display of slippers resulted in interesting talk about the how they are designed and made for a specific wearer and they confidently share their evaluations of their efforts. An historical walk in Spital looking at houses led younger pupils to design and make houses of different shapes and sizes. Following this, came a room design for the Three Bears – a bedroom or living room – but firstly learning how to make different hinge joints so windows and doors can open. In both examples of work on display, evaluation is now included in the making process – addressing an issue raised at the time of the last inspection. After a recent church visit, pupils in Year 6 visited the Urban Studies Centre to construct towers with pulley systems reflecting how stones were lifted in the past. Literacy and numeracy skills are used well, as is knowledge gained in science, but ICT skills in design have yet to be fully considered. However, the subject is not confined by the scheme of work and pupils take part in the Construction Award scheme to show their skills in a design project.
83. In **music**, pupils are inspired and motivated by this form of communication because it reflects the culture and society in which they live and plays an important part in their personal development. Planning shows that the school provides a range of interrelated opportunities to create, play, perform and enjoy music. The school strongly believes that singing lies at the heart of good music teaching and particular attention is given to singing unaccompanied, which enables children to sing in tune with others and to learn about the structure and organisation of music. The subject is

enhanced by opportunities to study a musical instrument and learn to play it well, sing in the choir, take part in recorder clubs, take part in school performances and participate in a range of activities involving the community and other schools such as the local music festival. The subject leader is new to the role but has already begun to plan what improvements are needed to raise standards. She is enthusiastic but has had insufficient time to make an impact on the subject.

84. In **physical education**, a good range of visiting experts that extend pupils' skills in netball, tennis, football, rugby and golf enhances lessons. Coaching in short tennis was taking place with children in Years 1 and 2 during the inspection. In the one lesson seen, teaching was satisfactory and pupils were moving to music inspired by a story that they enjoyed. A warm up session was omitted and children started work on their movement straight away. Sound class management ensured children moved with safety. They responded well to instructions and interpreted the music in interesting ways whether working as individuals or in pairs. A discussion with the subject leader indicates that there has been little opportunity recently for staff to develop their subject skills. Teaching resources are only just adequate. The subject leader has the responsibility on a temporary basis, works part-time and has very limited time to teach the subject or observe teaching and learning across the school. She has only had the post for two months and has had insufficient time to make any impact on the subject but plans to introduce the scheme of work recommended nationally next term.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in this area of the school's work and no judgements are made about overall provision, although the subject features very strongly in the overall curriculum and there is considerable evidence to indicate this is a school strength.

Commentary

85. The policies and well-planned programme of work indicates the school plans very effectively for this aspect. The teachers' high expectations of good behaviour, mutual respect and the formation of trusting and secure relationships securely establish effective provision for personal development. Lessons include sex and relationships education, the need for a healthy lifestyle, the importance of diet and exercise, what the subject of drugs really includes and what to do to keep safe. Pupils respond well to those issues that have international appeal, charity status or relate to environmental issues. Such activities have benefited the pupils, extending their moral, social and cultural development. Pupils have been very active in supporting Operation Christmas Child, British Legion Poppy Appeal, a sponsored walk for Beslan School and the giving of harvest produce for the Baptist church soup kitchen. Care for the environment and healthy living have resulted in recycling telephone directories such as Yellow Pages and decorating cans for an anti-smoking campaign.
86. High priority is given to providing a rich and varied environment for the pupils that celebrates cultural diversity. Very good efforts are made to develop knowledge and understanding of the pupils' own cultural heritage and promote new initiatives that encourage and appreciate racial and cultural diversity. The school is involved in world cultures, which enhance the curriculum and play a part in enhancing the lives of

families and children associated with the school. Twinning arrangements associated with Derbyshire are used effectively and there are now links with Germany, France, China, Japan and Namibia. Links have been established with schools in these countries and Hady school has enabled teachers visiting from those countries to work with local children and teach some classes. Pupils have gained tremendously from such arrangements and learned first hand how customs, traditions, celebrations, language and ways of life differ from those with which they are familiar. Pupils' political awareness has been raised through such initiatives as gaining Eco status, taking part in the Blue Peter Red Cross appeal, supporting the anti-litter campaign and gaining a Healthy School's Award. The Education Business Partnership has increased pupils' understanding of commerce, for example, Year 5 and 6 pupils took part in the Connex Challenge earlier this year. Pupils are very well prepared for citizenship studies in their secondary education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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